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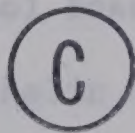
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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

EXPECTATIONS OF SCHOOL BOARD CHAIRMEN FOR THE ROLE OF DIRECTEUR
GENERAL DES ECOLES OF THE CATHOLIC REGIONAL SCHOOL BOARDS OF QUEBEC

by



GERARD ETHIER

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ABSTRACT

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Expectations of School Board Chairmen for the Role of Directeur Général des Ecoles of the Catholic Regional School Boards of Quebec" submitted by Gérard Ethier in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The expectations of school board chairmen for the role of directeur général des écoles was the major problem investigated in this study.

Fifty-one chairmen of the fifty-five Catholic regional school boards of Quebec returned questionnaires in which they recorded their expectations for the role of directeur général, and the rank order of importance of the following seven task areas of school administrators: (a) school-community relationships, (b) curriculum development, (c) pupil personnel, (d) staff personnel, (e) physical facilities, (f) finance and business management, and, (g) organization and structure.

The study revealed that the chairmen expected the directeur général to act as an executive officer for tasks relating to school-community relationships, curriculum development, pupil personnel, staff personnel and organization and structure. Responses to the role of the directeur général in the task area of physical facilities appeared to be random. The function of finance and business management was not considered by most chairmen to be a major responsibility of the directeur général, however, many thought he might act as an advisor in this area.

Although there were few significant differences between the responses of the groups of chairmen according to their experience, occupation, and education, there appeared to be a trend which indicated that the less experienced chairmen and those in administrative occupations would be inclined to grant a greater measure of responsibility to the directeur général.

The task of curriculum development was viewed as the major function of the directeur général and the tasks relating to physical facilities and business management were ranked the least important. The task area of organization and structure tended to be the second in order of importance. The ranks assigned to four other task areas (school-community relations, pupil personnel, staff relationships, and organization and structure) were not significantly different from each other.

The major implications of this study for research would be the necessity to study the expectations of other school administrators for the role of directeur général, and the perceptions of the directeur for his own role. It would be desirable also to make an extensive investigation into the reasons for the apparent preference for dual control. There appears to be a need also to clarify the roles of the school board and of its chief executive officers, to investigate the advantages of a "unity of command" type of organization for regional school boards, and to determine the kind of preparation school system administrators in Quebec ought to have.

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Appreciation is expressed to the chairmen of the regional school boards who gave of their valuable time in order to respond to the questionnaire used in connection with this thesis.

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

At all levels of school organization educators are challenged to perform effectively so that objectives will be met. The requirements of modern society necessitate productivity. Educational experts have shown the need for research in all fields of education.¹ Among the aspects of education that need more study is the role of educational administrators.²

In the structure of a formal organization it is assumed that all roles are important. Nevertheless, due to the kind of educational systems that have developed in Canadian provinces, the roles of school boards and their officers are most important.

The present study investigates only the role of the directeur général des écoles in Quebec. It is limited to the expectations of school board chairmen for the role of the directeur général. The directeur général des écoles may be said to be the equivalent of the locally employed superintendent of schools.

II. STATEMENT OF THE PROBLEM

The purpose of this study is to examine the expectations that school board chairmen hold for the role of directeur général des écoles. It is

¹Lawrence W. Downey, The Secondary Phase of Education, (Blaisdell Publishing Co., 1965), p.23.

²R.F. Campbell, J.E. Corbally, and J.A. Ramseyer, Introduction to Educational Administration, (Boston: Allyn and Bacon, Inc., 1962), p.75.

assumed that the directeur général could perform in one of four roles with respect to certain specific tasks. These are stated as follows:

- a. The directeur général should perform this task independently of board direction.
- b. The directeur général should be responsible for the performance of this task under the direction of the board.
- c. The directeur général should be expected to act in an advisory capacity only with respect to this task.
- d. This task should not be considered a responsibility of the directeur général.

The following questions are investigated:

1. What are the expectations of school board chairmen for the role of directeur général in (a) school-community relationships; (b) curriculum development; (c) pupil personnel; (d) staff personnel; (e) physical facilities; (f) finance and business management; and, (g) organization and structure?
2. Do the expectations of inexperienced chairmen differ significantly from those of the experienced?
3. Do the expectations of persons engaged in managerial occupations differ significantly from those of persons engaged in "all others" classifications?
4. Do the expectations of more educated members differ from those of the less educated?
5. What is the relative importance of each task area of the directeur général's role, as listed in (1) above, according to school board chairmen?

6. Is there any significant difference in the importance attached to these administrative tasks by groups of chairmen classified according to the criteria of experience, occupation, and formal education?

III. SIGNIFICANCE OF THE STUDY

The role of directeur général under the regional school board in Quebec is of importance. As administrator of the educational system, he directs his own staff and officers of several departments such as guidance, vocational education, consultation and supervision. On the other hand, he is the executive officer of the board and as such he is responsible to the board. The role of directeur général may give rise to conflict as to what the school board members expect and what the directeur général perceives as his own role. Speaking about administrative behavior, Enns says:

While experience and observation suggest that there is a measure of perceptual agreement on some aspects of any situation, especially among individuals sharing common experiences, norms and values, there is also a good deal of evidence to indicate that there are greater differences than are commonly acknowledged.³

That the role of directeur général is important is evident, but it is imperative that there be a measure of agreement with respect to his role among the different groups with which he deals, such as school boards, teachers and parents. In this study, only the expectations of school board chairmen for the role of directeur général will be examined.

The necessity of competency for the man in charge of the school system is recognized. Reeves declares:

³F. Enns, "Perception in the Study of Administration", The Canadian Administrator, Vol. V, No. 6 (March 1966).

To give leadership in the twentieth century our administrators must be men and women of broad general education with vision of what education means in a democratic society; for we must cast aside the outmoded notion that competence in administration depends only on a modicum of experience and common sense. As we move forward to raise the standards of excellence in our basic profession of teaching, let us not forget that from our ranks must come the educational statesmen of the future. So pressing is the need for executive talent in our schools that their selection and development can no longer be left to chance.⁴

The qualities that the same author applies to the principal are perhaps more important for the directeur général. These qualities are those of: business manager, leader of people, program developer and change agent.⁵ But this role will be more effective when school boards agree on what might be expected from educational administrators. Research in the field of the role of the directeur général is thus justified. Its need is demonstrable in the particular situation of the Quebec educational system. It is of interest to examine this matter because the setting of the regional school board has developed in the last ten years and the role of the directeur général is relatively new. It could be assumed that the success of regional school boards depends to a certain extent on the work achieved by the directeur général.

⁴A.W. Reeves, "Trends in Canadian School Administration", The Canadian Administrator, Vol. II, No. 1 (October 1962).

⁵_____, "Skills of an Effective Principal", Alberta Principals' Leadership Course, 1961, p. 1.

IV. DEFINITIONS OF TERMS

1. Directeur général des écoles refers to the person hired by a regional school board in Quebec to be in charge of its school organization. He assumes responsibility over office staff, principals, teachers and pupils. He is the board's chief executive.
2. Regional School Board Member refers to a commissioner or trustee elected by the representatives of each local school board.
3. Regional School Board is the board responsible for the educational program at the secondary level according to the provisions of the Quebec Legislature.
4. Local School Board is the board responsible for the educational program at the primary level according to the provisions of the Quebec Legislature.
5. Chairman is the trustee elected by his fellow board members to preside over meetings of the regional school board and who has the same right to vote as other trustees.
6. Role is: "a set of expectations applied to an incumbent of a particular position."⁶
7. Expectation is: "an evaluative standard applied to an incumbent of a position."⁷

⁶N. Gross, W.S. Mason, and A.W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p.67.

⁷Ibid.

8. Role Behavior is: "an actual performance of an incumbent of a position which can be referred to an expectation for an incumbent of that position."⁸
9. Task is a specific duty within an administrative area.
10. Professional is a term used to refer to tasks which require the knowledge of skills and theory in education.
11. Non-professional is a term used to refer to tasks which are not (or only remotely) related to the act of teaching, such as the provision and care of physical facilities, pupil transportation, secretarial services, and financial management.

V. DELIMITATIONS OF THE STUDY

This study considers the expectations of the school board chairmen for the role of the locally appointed directeur général only. Although a study of the expectations of other groups, such as principals, teachers and parents, would be useful in a more complete study, such expectations are not examined.

The study also is limited to the fifty-five French Catholic regional school boards. It does not include the nine Protestant regional school boards, the local school boards, and, except for one board, the school boards of Montreal island. This one regional school board on Montreal island is the only one included in "Operation 55". All the other school boards of Montreal island were excluded.

Moreover, this study examines the role of directeur général only for the regional school boards. Although the directeur général has many supervisors and directors of certain departments under his authority, these are not involved in the survey.

⁸Ibid.

VI. LIMITATIONS

The validity of this study is limited by the number of returns, the completeness of returns and the authenticity of replies.

The fact that the questionnaire was translated into French and applied to a French milieu is another limitation to the validity of this study insofar comparisons are made with studies elsewhere.

VII. ASSUMPTIONS

It is assumed that the expectations held by board chairmen for the role of the directeur général can be ascertained by means of a questionnaire. It is further assumed that the responses of board chairmen adequately reflect such expectations.

CHAPTER II

SCHOOL DISTRICT ORGANIZATION AND ROLE OF SCHOOL ADMINISTRATORS

It is the purpose of this chapter to review some of the literature related to the role of educational administrators.

First of all, it is felt that the particular role of directeur général should be studied in the context of existing Canadian school systems. The role of directeur général or locally appointed superintendent has become more important because of the new setting of a school district which requires, because of its size, an administrator in charge of the total system. Therefore, in the first part of this chapter, school district organization in Canada is examined briefly, with emphasis on the organization in Quebec.

Secondly, the tasks of school administrators are illustrated in the light of what educational writers say.

Thirdly, a brief review of research and studies on the role of school administrators is made.

I. HISTORICAL BACKGROUND

In the last three decades one of the principal features of Canadian education has been the implementation of new structures such as the establishment of larger school districts. All provinces passed legislation providing for the setting up of larger school units in order to bring better services to the schools. For many years most of the districts were small and satisfied only certain basic needs of instruction.

Only in the larger centers could students conveniently continue their studies at the secondary level and at university. It is no longer the privilege of certain categories of persons to receive advanced instruction; most students have this opportunity.

The explosion of knowledge, progress in science and technology, and requirements for specialization and competency in every field of societal activity are major reasons for continuing education.

First attempts of school centralization (consolidated schools)⁹, did not succeed in procuring an adequate program. It became necessary to establish larger school districts. Alberta was the first province to demonstrate the feasibility of larger units of school administration. Tompkins maintains that such larger units should be educationally adequate, economically efficient, and should retain popular interest and local control.¹⁰

Two provinces, Ontario and Quebec, did not perceive the need for larger districts as early as most other provinces probably because their population was less scattered and more concentrated around towns and cities. Nevertheless, they faced the same problem to a certain extent.

Quebec was one of the last provinces to be seriously preoccupied in this matter. In this province the school district traditionally comprised the parish. Roman Catholics and Protestants could set up their own and

⁹C.P. Collins, "Local School District Organization in Canada", Canadian Education and Research Digest, I:2 (June, 1961), p.5.

¹⁰D.C. Tompkins, Reorganization of School Districts (University of California, Bureau of Public Administration, November 1961), p.4.

independent school systems under the authority of commissioners or trustees.¹¹

The first step towards centralization was the closing of one and two-rooms schools.¹² Since 1959 most of these elementary schools have disappeared, and pupils are transported to centralized schools which offer better facilities.

The problem of secondary education was more difficult to solve. From the point of view of school administrators in Quebec, regionalization represents a good means for giving adequate educational facilities and services to all children throughout the province according to their aptitudes and interests.¹³

The first move toward regionalization in the French-Catholic school system occurred in 1956 when twelve local units in Chambly County formed a regional structure for high school purposes. The new regional-commission served a population of one hundred thousand residents.¹⁴

In 1960 many school boards favored regionalization. School administrators from Beauce, Chambly, St-Jérôme and the Fédération des Commissions Scolaires Catholiques du Québec were the principal proponents of the movement.¹⁵

¹¹ Dominion Bureau of Statistics, Education Division, The Organization and Administration of Public Education in Canada, Second Edition. Ottawa: Queen's Printer, 1960, p.144.

¹² J.R.P. Dupuis, "A Study of the Changes in the French Catholic System of Education in Quebec from September 1959 to June 1963" (Unpublished Master's thesis, University of Alberta, Edmonton, 1965), p.35.

¹³ Operation 55. Ministère de l'Education. Gouvernement du Québec, Septembre 1964, p.5.

¹⁴ Dupuis, op. cit., p. 36.

¹⁵ La Régionalisation Scolaire au Québec. Ministère de la Jeunesse. Gouvernement du Québec, Février 1964, p. 18.

In 1961 the Quebec Legislature authorized the creation of regional school boards. But regionalization throughout the province was not realized until 1964 when the Minister of Education proclaimed Operation 55. The plan called for the creation of large school districts for secondary education. Operation 55 had the following purposes: the creation of fifty-five regional school boards, the creation of fifty-five regional school planning committees, the preparation of fifty-five plans for school equipment at the regional level and the establishment of fifty-five channels of communication for regional physical resources.¹⁶

Nine additional regional school boards were proposed for the Protestant sector.¹⁷

The Minister of Education trained forty-four advisors to assist the commissioners in the task of establishing the new boards.¹⁸ Each regional school board is composed of commissioners or trustees elected by the delegates of each local school board.¹⁹ These commissioners or trustees may appoint a directeur général as their executive officer. The local school boards retain responsibility for elementary education. However, they can join the regional board.²⁰ Very few of them have done so.

¹⁶ Premier Rapport du Ministre de l'Education. Gouvernement du Québec, Avril 1965, p.38.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Compilation of Statutes on Education. Gouvernement du Québec, 1966, p.151.

²⁰ Ibid., p.149.

Although the Royal Commission of Inquiry on Education, formed in 1961, did not participate in the establishment of the regional school boards, it had approved regionalization and recommended that elementary schools also be regionalized.²¹ According to this recommendation all local school units would have responsibility for elementary and secondary education.

In order to meet the requirements of an effective regionalization, fifty-five regional school planning committees were created. School administrators, school board members, teachers and representatives of various interest groups were represented on these committees.²² Their tasks were:

1. to make an inventory of the existing school facilities;
2. to carry out a census of the school population;
3. to evaluate the educational needs of the region;
4. to plan for the efficient use of all school facilities within the region;
5. to draw up a schedule for required school construction.²³

²¹Rapport de la Commission Royale d'Enquête sur l'Enseignement dans la Province de Québec. Montréal: Imprimerie Pierre Desmarais, 1966. Tome IV. p.153.

²²Operation 55, op. cit., p.53.

²³Ibid., p.54.

II. THE TASKS OF SCHOOL ADMINISTRATORS

It is assumed that a school administrator has seven principal task areas to fulfill. These task areas have been identified by Campbell as follows:

1. School-community relationships;
2. Curriculum development;
3. Pupil personnel;
4. Staff personnel;
5. Physical facilities;
6. Finance and business management;
7. Organization and structure.²⁴

The degree to which the directeur général assumes responsibility in these task areas depends largely on the policies and views held by his school trustees. If the directeur général and school trustees agree on a task, it is of value to discover to what extent each one must assume responsibility and authority. The role will be executed more successfully in the administration of school affairs if it is well defined.

The task areas of school administrators are defined and explained in the following pages so that their nature and their scope can be understood.

²⁴R.F. Campbell, J.E. Corbally, and J.A. Ramseyer, Introduction to Educational Administration, (Boston: Allyn and Bacon, Inc., 1962), pp.90-130.

School-Community Relationships

In our democratic society education is more and more a public venture. School administrators cannot ignore the needs of society, and the people are more interested in the kind of education given to the children. The relation between school and community is most important. Only by two-way communication can the desires and aspirations of school and community be clearly understood.

Because of the many changes in the school system of Quebec, the need for communication between school administrators and the population was emphasized. For example, the new role of the Minister of Education created since 1964, the regionalization throughout the province, and the recommendation of the Parent report have affected all levels of the educational system. Communication with the public is required in order that the changes be understood and accepted. More specifically, the organization of secondary education is of interest to all of the people because of the existing needs and new requirements.

The new development, called Operation 55, has been the occasion for society in general and many pressure groups to participate in the creation of a new setting. The activity of the Minister of Education was an example of school-community relationships in that he made tours across the province to explain the new system, to meet the people and to hear their opinions, their complaints and their points of view. The implementation of a new system for high school education has provided an opportunity to inform people and maintain communications between the people and school administrators. Now that

the new system is established this relationship is expected to continue. The information given by the Minister of Education and his civil servants and inspectors is not sufficient. At the local level school trustees and their staffs have to do the same job. As Campbell says:

The building of a realistic expectation of what the public schools can and should do in a community represents one of the major tasks of any school administrator. Only with such understanding can school procedures make sense to citizens and lead to significant advances in school program.²⁵

This is also indicated by Yeager who thinks that school-community relationships is a function of school administration and should be the responsibility of the superintendent's office.²⁶

Curriculum Development

At the same time that school district reorganization occurred in Quebec a new curriculum was proposed for the public schools by the Parent Report. Considerable criticism has been directed at the secondary level for its former program and many recommendations have been made to improve the school curriculum in order to provide better education.²⁷

²⁵ Ibid., p.93.

²⁶ W.A. Yeager, School-Community Relations, (New York: The Dryden Press, 1951) p.127.

²⁷ Rapport de la Commission Royale d'Enquête sur l'Enseignement dans la Province de Québec. (Montréal: Imprimerie Pierre Desmarais, 1964) Tome III.

While the creation of a new school program and its implementation is the affair of many persons, specialists, administrators and teachers, the task to be performed at the local level cannot be ignored and this task is the responsibility of educators.

Curriculum development is defined as "those activities in which school workers, sometimes assisted by lay citizens, engage to plan, carry forward, and evaluate an instructional program".²⁸ The administrator's task concerns three areas: program instruction, instructional materials, and evaluation.

The program of instruction has to be developed by superintendent, principals and teachers. In a democratic society a team of persons rather than one individual should work together to develop a program and translate it into action. It should meet the needs of the community expressed by the school board. General curriculum policy is formulated by a provincial body, the Department of Education, but it must be adapted to each local level. In this aspect, school workers have a major work to do.

Evaluation of the curriculum is also an essential preoccupation of school administrators. Greenfield said:

If we accept administration as a process having to do with accomplishment of designated purposes²⁹ and aims, we are concerned with the means which accomplish those ends.

²⁸ Campbell, op. cit., p.96.

²⁹ T.B. Greenfield, "A Procedure for Program Evaluation", Alberta Principals' Leadership Course, 1961. p.82.

Pupil Personnel

The aim of the school is the development of the individual personality in order to form an educated person, useful to himself and to society. It is for this reason that the organization of the school requires an adequate system of pupil personnel services. The bright, middle and dull students require a kind of education, different in many aspects, but adapted to their needs. The instruction of pupils is the first preoccupation of educational administrators but in order to fulfill that obligation adequately, administrators must also organize various supporting services. The principal services are: guidance and counseling, health and nursing, aid to physically handicapped or emotionally disturbed, testing and evaluation, attendance and discipline.³⁰ Campbell has summarized this task as follows:

... the chief role of the administrator in the pupil personnel area is one of integrating the personnel functions with instruction and of coordinating and various kinds of personnel services.³¹

Staff Personnel

Staff personnel comprise teachers, principals, specialists, consultants, counsellors and non-certificated employees. Supervising and appraising personnel is one of the major tasks of school administrators. Whether supervision is provided by the directeur général or one of his officers, it should be executed in a climate of confidence. The major aim of supervision is to help the individual in order to make possible the best conditions for productive work. It is a problem of human relations.

³⁰Campbell, op. cit., pp.102-105.

³¹Ibid., p.101.

Researchers do not agree on the best methods of appraising personnel. This work is most difficult and it has to be done but with great skill and tact.

Another responsibility of the educational administrator toward personnel is their professional development. Gathercole sees that this responsibility is two-fold:

In the first place, he must build high staff morale, and in this way create a climate conducive to sound professional growth. Secondly, he must make available to the principals and teachers the facilities, resources, staff, and³² at times even school board funds for staff development programs.

Physical Facilities

The kind of comprehensive high school toward which the Canadian school system is oriented requires more and more functional physical facilities. These include school buildings, school grounds, equipment for instruction and transportation equipment.³³

Finance and Business Management

A general principle to be taken into account by school administrators is the securing of the best services possible for the money spent in each area of the educational enterprise. Therefore the need for competent administrators assisted by qualified advisors is evident.

³²F.J. Gathercole, "The Professional Development of Staff", The Canadian Administrator, Vol. II, No. 3 (December, 1962).

³³Campbell, op. cit., pp.113-114.

Organization and Structure

The organization and structure of an administrative system may be simple or sophisticated depending on the size of the system. By organization is meant the ordering of formal relationships of people working together to achieve a common objective.

The organization and structure of the regional school board in Quebec is rather complicated. The regional school board has legal authority over the entire educational system but because of its size an executive officer is required by the board. In Quebec this officer is called directeur général des écoles.

The directeur général has the assistance of personnel, such as the assistant-director, counsellors and consultants. This pattern of structure found in many big school systems could cause problems of communication and coordination. Centralization or decentralization is a problem that all school administrators have to face.

III. SURVEY OF THE LITERATURE

In Canada few would question the importance of school board organization in the administration of the school system. The school board's chief executive officer, the superintendent of the schools or the directeur général, assumes an essential role in the administration of the system. The roles of the school board and of the executive officer have been examined by many researchers.

Role of the School Board

Grieder, Pierce and Rosenstengel³⁴ identify three major functions of the school board. The first one is planning and policy-making. The school board represents the community and is mandated by the state. It should reflect the desires and the goals of the community through policy-making and short and long range planning. In the performance of this leadership function the board is assisted by its specialist staff. The board's second function is legislative; this may be defined as the procedure of developing and approving means by which policies may be executed. When the goals and the desires of the community are well understood, the school board, in its legislation, establishes the means to achieve them. The role of the superintendent in this regard is of primary importance. The third function is evaluation or appraising. This means assessing the extent to which objectives have been achieved and whether value has been received for investment of effort and materials.

Reeves considers seven major functions of the school board:

1. Complying: the application of the laws and regulations of state educational or other authorities;
2. Policy-Making: the establishment of basic formal rules and regulations and the directives and authorizations addressed to educational personnel;
3. Executing: the application of policies under the direction of the superintendent;

³⁴C. Grieder, T.M. Pierce, and W.E. Rosenstengel, Public School Administration, (New York: Ronald Press, 1961), pp.108-109.

4. Operating: the direction of the work of all school personnel;
5. Observing and evaluating: the evaluation of all school services;
6. Interpreting: the maintenance of school-community relationships;
7. Judging: the judicial power to settle disputes in the school system.³⁵

These functions can be summarized as follows: the legislative function, the executive function and the judicial function. Spelling out the objectives of the system and the general course of action to be taken to achieve them is the legislative function. Implementing policies or causing them to be implemented, are executive functions. Examining policies, executive actions whereby policies are enacted, and educational outcomes which are achieved, are judicial functions.³⁶

Role of the Executive Officer

Most of the research and literature in Canada concerns the role of the provincially appointed superintendent, whereas in the United States the role of the locally appointed superintendent has received more study. There is so much similarity between the two roles that both can be combined for the purpose of this review.

³⁵ C.E. Reeves, School Boards, their Status, Functions and Activities, (New York: Prentice-Hall, Inc., 1954), pp.139-140.

³⁶ University of Alberta, Division of Educational Administration, Projects in Canadian School Administration. School Administration in Public School, District 13, Saskatoon, Saskatchewan. 1961. Vol. 1., p.1,

Bensen has declared:

The concept that the board of education has to devote itself to every detail of administration is changing and the emphasis is being placed on responsibility for the whole school district and its larger problems.³⁷

Furthermore, in a report on the school administration in District 13 of Saskatchewan, it is said, speaking about the executive function:

This function has to be delegated. In all but the simplest system, the complexity and mass of detail to be dealt with require the acquisition of administrative staff, allocation of their duties, and delegation of authority.³⁸

Grieder, Pierce and Rosenstengel declared:

Boards of education should not run the school but, rather, should see that they are run - and run in accordance with state requirements and local desires.³⁹

The above statements emphasize the idea that the executive function of school board should be very limited. There are a number of reasons for this position. In general, the school board members have not enough time to spend on the executive function because other duties take too much of the members' time. Besides, the executive function requires a certain degree of specialization and few school board members can pretend to have this qualification. It is better to delegate this function to certain persons who are well prepared for this activity. Nevertheless, certain aspects of executive function require direct action of the school board - for instance, the selection and appointment of the superintendent, the levying of school taxes, and maybe

³⁷ J.B. Bensen, "Whither School Administration?" Administrator's Note Book, Vol. k, No. 6, (January, 1953).

³⁸ University of Alberta, op. cit., p. 1.

³⁹ Grieder, Pierce and Rosenstengel, op. cit., p.107.

also the appointment of teaching personnel upon the recommendation of the superintendent.⁴⁰

The superintendent works with three kinds of boards: rational, factional and dominated. These are defined as follows:

The rational board is composed of individuals who resemble each other both socially and occupationally. The members find association with each other mutually satisfying; problems are solved by deliberation, and disagreements are mediated by endless discussion, ultimately terminating in group acceptance of the result.

The factional board is a collection of cliques vying with each other for control of the decision-making apparatus. Members are likely to be socially incompatible; in fact, they may intensely dislike each other. Complex issues are resolved by the power of majority vote, and the coalition which can muster the necessary number of votes prevails.

The dominated board displays a clear hierarchy of superordinate-subordinate relationships. One member either by sheer intelligence, economic power, or social status⁴¹ controls the board; the other members defer to his superior judgment.

If it is assumed that the duties of a superintendent are as policy advisor, technical interpreter to the community, and coordinator of personnel and services, it can be concluded that the rational type is desirable. However, since the nature of the board cannot be predetermined, a rational structure aids the operation. Each school board must define the duties of its superintendent. The school board must define the goals of the organization and evaluate the system. The superintendent is primarily an administrator rather than a goal-setter. According to Dykes, the school board does not advise the superintendent, he advises them.⁴²

⁴⁰ Ibid.

⁴¹ D.J. McCarty, "On Better Board-Superintendent Relations", American School Board Journal, 141:1 (July, 1960), p.7.

⁴² A. Dykes, "What May a Superintendent Expect of His School Board?", American School Board Journal, 145:3 (Sept. 1962), p.16.

This fact can be better understood when the superintendent's expectations of his school board are examined:

1. The superintendent should have clearly defined duties.
2. He should expect full support from the school board.
3. He should expect that the board operates as a unit.
4. The board should deal with school employees through him.
5. He should get protection from the board in difficult situations.
6. He should expect an honest evaluation of his work at periodic intervals.⁴³

Collins, in his study of the provincially appointed superintendent in larger units of administration in Canada, found a conflict between expectations and the behaviour of the superintendent because he acts as a line officer for the department of education and as a staff officer for the board.⁴⁴

The study by Miller revealed a great difference among the provinces in supervisory loads. In general, the task of instructional supervision was neglected because of too many extra administrative duties. This study has shown certain conflicts between the expectations and perceptions of the superintendent.⁴⁵

Hencley's study supported this last point and indicated that school boards in Alberta were actively engaging superintendents in executive duties.

⁴³Ibid.

⁴⁴C.P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Larger Units of Administration in Canada" (unpublished Doctoral Dissertation, University of Alberta, 1958).

⁴⁵S.A. Miller, "A Comparative Study of Supervision in the Various Canadian Provinces, with a View to Determining the Optimum Load for Supervisor of Each Type" (unpublished Doctoral Dissertation, University of Toronto, 1946).

He concluded that boards agree with the idea that time and professional knowledge are necessary in activating educational plans and policies.⁴⁶

A research report at Harvard University in 1952 revealed that over half of the superintendents had declared that most of their time should be devoted to the direction of the instructional program but less than one-fourth of them had been doing so. The cause was that they were forced to spend too much time on other duties and it was indicated that superintendents could not give the educational leadership in the area of instructional supervision because they had too many trivial and menial tasks to fulfill.⁴⁷

Finlay has studied the role of the superintendent by finding the expectations of school board members for his role. He found that school board members in Alberta expected superintendents to act as executive officers of the board in the areas of instructional leadership, selection and management of professional personnel, and to some extent in the management of pupil personnel. In certain other task areas, such as that of finance, boards preferred to exercise the administrative function.⁴⁸

Stafford made a similar study of the superintendent's role in British Columbia. The findings showed that the superintendent worked independently of board direction for tasks directly related to instructional

⁴⁶S.P. Hencley, "A Descriptive Study of the Alberta Divisional and County School Superintendent" (unpublished Master's thesis, University of Alberta, 1958).

⁴⁷N. Gross, Who Runs Our Schools? (New York: John Wiley and Sons, 1958), p.16.

⁴⁸J.H. Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, University of Alberta, 1961).

programs. In general, he worked with the board largely in an advisory capacity but with no responsibility for non-professional areas.⁴⁹

Barnabé has studied the role of directeur général in Quebec.⁵⁰ His research shows that the directeur général does not have mandatory legal status. In the Education Act there is no mandatory provision for this position. It is up to the trustees to appoint such a person.

The School Commissioners or trustees may appoint a director-general of schools, a director of studies and such assistants to those offices and advisors or specialist teachers as are required for purposes of administration and teaching, and determine the respective duties of such persons. Several⁵¹ school boards may combine to make such appointments jointly.

Furthermore, the Education Act does not define the responsibilities and duties of the directeur général. On the other hand, Barnabé's study on the status of the directeur général has shown that though he is in charge of a big organization, he has very limited power. The school board delegates very little authority to the directeur général.

⁴⁹H.D. Stafford, "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia" (unpublished Master's thesis, University of Alberta, Edmonton, 1964).

⁵⁰C. Barnabé, "Le Statut du Directeur Général des Ecoles" (Thèse de licence inédite. Institut Pédagogique St-Georges, Université de Montréal. Montréal 1966).

⁵¹Compilation of Statutes on Education. Gouvernement du Québec, Québec, 1966, p.84.

Stewart, in his study of the rural assistant superintendent, describes his role as the different tasks for improving the educational situation within the school and assisting in informing the public of the educational situation in order to enlist support. The major obstacle to the satisfactory achievement of this role appears to be the lack of understanding by employers and the public of the nature and possible effects of supervision.⁵²

American literature concentrates on the locally appointed superintendent. Hagman declares that too often there is interference by the board with school operations which are professional in nature. This interference in executive functions is undesirable.⁵³ Grieder, Pierce and Rosenstengel assign to the school board the role of planning, legislating, evaluating and judging, but since legislation guides administration, the administrator should express to the legislator the needs and priorities of the organization. Thus, the administrator must establish his role as advisor to the legislators.⁵⁴

It can be observed that school boards are reluctant to relinquish administrative control to the school superintendent. The American Association of School Administrators declares:

⁵²L.D. Stewart, "An Analysis of the Role of the Assistant Superintendent in Alberta School Division and Counties" (unpublished Master's thesis, University of Alberta, Edmonton, 1961).

⁵³H.L. Hagman, The Administration of the American Public Schools (New York: McGraw-Hill Book., Inc., 1951), p. 109.

⁵⁴Grieder, Pierce and Rosenstengel, op. cit., p.126.

Unfortunately, in some of the smallest districts - districts that are far too small to be organized as independent school systems - the boards tend to assume the executive function, especially with respect to purchasing, budget preparation, and business, and to relegate to the superintendent only the co-ordination and supervision of instruction.⁵⁵

IV. CONCLUSION

The history of school district organization in Quebec has been briefly examined. The tasks of school administrators have been defined. A review of some of the research and study on the role of the superintendent in the United States and Canada has been made. In the following chapter the role of the directeur général in Quebec is examined.

⁵⁵ American Association of School Administrators, The American School Superintendency (Washington 6, D.C.: National Education Association, 1952), p.101.

CHAPTER III

DESIGN OF THE STUDY

The data for this study on the expectations of the school board chairmen for the role of directeur général were gathered through a questionnaire and analysed statistically.

I. THE INSTRUMENT

The means chosen to assess the expectations of school board chairmen was through a questionnaire which was sent to the total population.

The role of directeur général was divided into general task areas and each one was also divided into specific tasks or duties in order to make the role of directeur général more explicit. The seven general task areas considered in the questionnaire⁵⁶ were:

1. School-community Relationships.
2. Curriculum Development.
3. Pupil Personnel.
4. Staff Personnel.
5. Physical Facilities.
6. Finance and Business Management.
7. Organization and Structure.

Respondents were asked to express their expectations of the directeur général's role by choosing one of the following:

⁵⁶An copy of this questionnaire can be found in Appendix B.

- a) The directeur should perform this task independently of board direction.
- b) The directeur général should be responsible for the performance of this task under the direction of the board.
- c) The directeur général should be expected to act in an advisory capacity only with respect to this task.
- d) This task should not be considered a responsibility of the directeur général.

In addition, respondents were asked to rank the seven general task areas in the order in which they considered them to be important as administrative functions of the directeur général.

With minor changes, the questionnaire developed by Finlay⁵⁷ was used in this study. It was adapted to the particular situation of the regional school boards of Quebec and to the role of directeur général. The latter is a locally appointed officer while the superintendents studied by Finlay and Stafford⁵⁸ were appointed by their respective provincial departments of education.

In order to validate this questionnaire, a first copy was sent to the trustees of five regional school boards. The respondents were asked to mention their criticisms so that the questionnaire might be clear, understandable, unequivocal, and correspond adequately to the role of directeur général. Besides, some directeurs généraux were asked to make

⁵⁷J.H. Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, University of Alberta, 1961).

⁵⁸H.D. Stafford, "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia" (unpublished Master's thesis, University of Alberta, Edmonton, 1964).

criticisms and give some explanation of their tasks as defined in the questionnaire.

A second part of the questionnaire asked for personal data. Using this information, the chairman were classified according to their experience as board members, their occupation and their education. Those who had served as school board members for less than seven years were called "less experienced"; those with seven or more years, the "more experienced". Those who held full-time managerial or administrative positions formed one class, while the others were considered as being in "other kinds" of occupations. Chairmen who obtained some post-secondary schooling were considered as "more educated" than those who did not.

III. METHOD OF ANALYSIS

The responses of the various groups of chairmen being considered were tabulated, both in raw scores and in percentage. It was possible from these findings to conclude which role the chairmen expected the directeur général to assume.

Since the number of subjects was very small, many cells of the contingency tables contained very few cases. Consequently, it was meaningless to apply the chi-square test to data in a contingency table. Siegel⁵⁹ has declared that one cannot use this test if twenty per cent of the cells have an expected frequency of less than five and if any cell has an expected frequency of less than one. Siegel⁶⁰ suggests combining adjacent categories

⁵⁹ S. Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), p.110.

⁶⁰ Ibid.

in order to increase the expected frequencies in the various cells.

It was possible to apply the chi-square test of independence for a 2 X 2 table when the adjacent categories were combined, depending on the distribution of the expectations for the role of directeur général.

Yate's correction for continuity was used only when at least one cell had less than 5 frequencies.

First Hypothesis

The first hypothesis states that there is no significant difference between the expectations of the following groups of respondents: inexperienced or experienced chairmen, chairmen engaged in managerial occupations or chairmen engaged in "all others" classifications, and less educated chairmen or more educated chairmen. The chi-square test of independence for a 2 X 2 table was used to test for any significant difference between the combined expectations of each group.⁶¹ Results were tested at the 5 per cent level with the understanding that if the probability of observed frequencies was less than five out of one hundred the null hypothesis was refuted and the difference between the combined expectations of the reference groups could be considered significant.

⁶¹

G.A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 166.

Second Hypothesis

The second hypothesis states that there is no significant difference in the ranking of the administrative tasks by the school board chairmen.

The median rank was found and Siegel's median test was applied in order to determine whether or not the differences in ranks assigned was great enough to be considered significant.⁶² Wherever the difference between two ranks was not significant the mean rank was assigned to both.

IV. THE SAMPLE

The questionnaire was sent to the chairmen of the 55 Catholic Regional School Boards of Quebec. Fifty-one chairmen returned questionnaires and their responses were used for this study. Personal information provided by the chairmen was used in order to divide them in three categories according to their experience on a school board, their occupation, and the level of their education. According to the characteristic of experience the chairmen were distributed as follows:

<u>Years of Experience</u>	<u>Number</u>
1. one year	0
2. 2 to 3 years	8
3. 4 to 6 years	16
4. 7 to 9 years	10
5. 10 years and more	17
Total	51

For the purpose of this study, these categories were collapsed into two, 24 chairmen having 6 or fewer years of experience, and 27 having 7 or more years.

⁶²Siegel, op. cit., p. 111.

According to occupation the distribution of the chairmen was as follows:

<u>Occupation</u>	<u>Number</u>
1. Professional, specialized technician	20
2. Manager, officials	16
3. Farmer	3
4. Clerical worker	4
4. Sales worker	5
6. Laborer	3
7. Other specify	
Total	51

For the purpose of this study these categories were collapsed into two, 16 chairmen in managerial occupations, and 35 chairmen comprising all other categories.

According to the level of education they were distributed as follows:

<u>Education</u>	<u>Number</u>
1. primary level	4
2. secondary level	18
3. two years after high school	6
4. more than two years after high school	23
Total	51

For the purpose of this study these categories were collapsed into two, 22 chairmen having primary or secondary education, and 29 having a post-secondary education.

Each regional school board was in charge of a school system which included most or all of the high schools in its region. The size of the school systems administered by the boards is illustrated by the following secondary student enrollments for the 1967-68 term:

<u>High School Students</u>	<u>Boards</u>
less than 2000	2
2000 - 2999	8
3000 - 3999	11
4000 - 4999	8
5000 - 5999	5
6000 - 6999	10
7000 - 7999	1
8000 - 8999	4
9000 - 9999	2
more than 10,000	4
Total 300,224	55

An important feature in the administration of the regional school system should be noted. In many regions the secretary-treasurer of the board or a business manager is in charge of the non-professional staff and the non-professional matters.* This person is directly responsible to the school board and is not under the authority of the directeur général.

* The writer is aware that such is the case in the majority of the regions.

CHAPTER IV

EXPECTATIONS FOR THE ROLE OF DIRECTEUR GENERAL

An analysis of the expressed expectations of school board chairmen for the role of directeur général is presented in this chapter. The chairmen were classified according to their experience, their occupation, and their education. Their responses for each of the seven general task areas and for each item are reported in frequency and percentage form. Wherever a significant difference exists between the responses of the groups, this is indicated in the discussion accompanying the related table.

I. SCHOOL-COMMUNITY RELATIONSHIPS

Discussion

Table I, page 37, presents a comparison of replies for tasks related to school-community relationships. The chairmen expected these tasks to be the responsibility of the directeur général. Thirty per cent of the chairmen stated that these tasks are the direct responsibility of the directeur général and 50 per cent of them said that he has limited responsibility, that is, his work is subject to their direction.

Since 50 per cent of the chairmen accorded the directeur général limited responsibility, it may mean that they wished to ensure consensus between the executive officer and the board whenever the directeur général dealt with the public.

TABLE I

COMPARISON OF REPLIES FOR THE TASKS RELATING
TO SCHOOL-COMMUNITY RELATIONSHIPS

Question No.*	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total
	No.	%	No.	%	No.	%	No.	%	
1	24	47	23	45	3	6	1	2	51
2	20	39	26	51	5	10	0	0	51
3	12	24	22	43	7	14	10	20	51
4	14	27	19	37	16	31	2	4	51
5	9	18	32	63	5	10	5	10	51
6	13	25	32	63	5	10	1	2	51
Total	92	30	154	50	41	14	19	6	306

The chi-square test of independence was applied to the data for six tasks related to school-community relationships when the chairmen were grouped according to experience, occupation and level of education. No significant differences were found.

-
- * 1. Explaining what is done in the schools.
 2. Interpreting school board policy.
 3. Interpreting provincial acts and regulations.
 4. Supporting worthy community efforts.
 5. Maintaining good relations with the local press.
 6. Representing school system to other agencies.

TABLE II

COMPARISON OF REPLIES FOR THE TASK OF EXPLAINING
TO THE PUBLIC WHAT IS DONE IN THE SCHOOLS

Group Compared for Question 1.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	12	50	9	38	2	8	1	4	24
More Experienced	12	44	14	52	1	4	0	0	27
Adm. Occupation	6	38	8	50	1	6	1	6	16
All Others	18	51	15	43	2	6	0	0	35
Less Educated	9	41	12	55	0	0	1	5	22
More Educated	15	52	11	38	3	10	0	0	29
Total Respondents	24	47	23	45	3	6	1	2	51

As presented in Table II, the task of explaining to the public what is done in the schools was considered by the chairmen as either a direct responsibility of the directeur général or as a limited responsibility under the direction of the board. Ninety-two per cent of the chairmen expected this task to be a responsibility of the directeur général; 47 per cent indicated independent action, and 45 per cent board direction.

TABLE III

COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING
SCHOOL BOARD POLICY TO THE PUBLIC

Group Compared for Question 2.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	10	42	12	50	2	8	0	0	24
More Experienced	10	37	14	52	3	11	0	0	27
Adm. Occupation	7	44	7	44	2	13	0	0	16
All Others	13	37	19	54	3	9	0	0	35
Less Educated	9	41	11	50	2	9	0	0	22
More Educated	11	38	15	52	3	10	0	0	29
Total Respondents	20	39	26	51	5	10	0	0	51

Table III presents the findings for the task of interpreting school board policy to the public. Ninety per cent of the chairmen considered that this is the responsibility of the directeur général. Thirty-nine per cent granted him full responsibility and 51 per cent responsibility under board direction.

One explanation for the proportion of chairmen granting limited responsibility to the directeur général could be the political implications associated with this task. The directeur général is the principal representative of the board and as such is expected to convey information to the public in accordance with the views of the members of the board.

TABLE IV

COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING
PROVINCIAL ACTS AND REGULATIONS TO THE PUBLIC

Group Compared for Question 3.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	6	25	10	42	2	8	6	25	24
	6	22	12	44	5	19	4	15	27
More Experienced	6	38	7	44	1	6	2	13	16
	6	17	15	43	6	17	8	23	35
Adm. Occupation	5	23	8	36	2	9	7	32	22
	7	24	14	48	5	17	3	10	29
All Others	12	24	22	43	7	14	10	20	51

The expectations of the chairmen for the task of interpreting provincial acts and regulations to the public are presented in Table IV. There was little consensus among the chairmen for the role they accorded to the directeur général. Twenty-four per cent of them granted him full responsibility and 43 per cent considered that he should act under board direction. Surprisingly, 20 per cent considered that this task should not be his responsibility. It appears that a certain proportion of chairmen might hold that this job could be performed by a member of the board or by a representative of the government.

TABLE V

COMPARISON OF REPLIES FOR THE TASK OF GIVING
ACTIVE SUPPORT TO WORTHY COMMUNITY EFFORTS

Group Compared for Question 4.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	9	38	7	29	7	29	1	4	24
More Experienced	5	19	12	44	9	33	1	4	27
Adm. Occupation	5	31	5	31	6	38	0	0	16
All Others	9	26	14	40	10	29	2	6	35
Less Educated	6	27	10	45	5	23	1	5	22
More Educated	8	28	9	31	11	38	1	3	29
Total Respondents	14	27	19	37	16	31	2	4	51

As shown in Table V, 64 per cent of the chairmen thought that the directeur général should have full or limited responsibility for performing the task of giving active support to worthy community efforts. Nevertheless, it is important to observe that 31 per cent of the chairmen considered that he should act only as an advisor.

TABLE VI

COMPARISON OF REPLIES FOR THE TASK OF MAINTAINING
GOOD RELATIONS WITH THE LOCAL PRESS

Group Compared for Question 5.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	5	21	14	58	3	13	2	8	24
More Experienced	4	15	18	67	2	7	3	11	27
Adm. Occupation	4	25	8	50	3	19	1	6	16
All Others	5	14	24	69	2	6	4	11	35
Less Educated	4	18	14	64	1	5	3	14	22
More Educated	5	17	18	62	4	14	2	7	29
Total Respondents	9	18	32	63	5	10	5	10	51

In Table VI the expectations of school board chairmen are presented for the task of maintaining good relations with the local press. Only 18 per cent of the chairmen accorded full responsibility to the directeur général in this matter and 63 per cent preferred to see him acting under their direction. The political implications indicated for the task of interpreting school board policy to the public may be associated with limited responsibility extended to his activity with respect to this task also.

TABLE VII

COMPARISON OF REPLIES FOR THE TASK OF REPRESENTING
THE SCHOOL SYSTEM TO OTHER AGENCIES

Group Compared for Question 6.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	6	25	17	71	1	4	0	0	24
More Experienced	7	26	15	56	4	15	1	4	27
Adm. Occupation	5	31	9	56	2	13	0	0	16
All Others	8	23	23	66	3	9	1	3	35
Less Educated	7	32	13	59	2	9	0	22	
More Educated	6	21	19	66	3	10	1	3	29
Total Respondents	13	25	32	63	5	10	1	2	51

The expectations of school board chairmen for the task of representing the school system to other agencies are shown in Table VII. Again, the majority of the chairmen, that is 63 per cent, thought that the directeur général should perform this task under board direction. Only 25 per cent granted him independence of action.

Summary

The tasks related to school-community relationships were generally expected to be a full or limited responsibility of the directeur général. The school board chairmen expected him to act as the executive officer of the board but their preference for board-directed activities indicated their desire to assure communication with the public which reflects the point of view and the ideas of the school board.

II. CURRICULUM DEVELOPMENT

Discussion

The second general task area analyzed in this study is the development of curriculum. The chairmen expressed their expectations for the role of directeur général for this task in their responses to question 7 to 11.

Table VIII, page 45, presents the expectations of the chairmen for five specific tasks contained in the general area of curriculum development. Undoubtedly, the tasks were expected to be performed largely by the directeur général. Sixty-nine per cent of the respondents have declared that this is the direct responsibility of the directeur général and 25 per cent thought his work in this area is subject to their direction. Six per cent thought that his involvement even in this area should be only in an advisory capacity.

TABLE VIII

COMPARISON OF REPLIES FOR THE TASKS
RELATING TO CURRICULUM DEVELOPMENT

Question No.*	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total
	No.	%	No.	%	No.	%	No.	%	
7	40	78	7	14	4	8	0	0	51
8	38	75	11	22	1	2	1	2	51
9	40	78	8	16	3	6	0	0	51
10	36	71	14	27	1	2	0	0	51
11	23	45	23	45	5	10	0	0	51
Total	177	69	63	25	14	6	1	0	255

* 7. Organizing teacher study groups.

8. Evaluating teachers and reporting to the board.

9. Encouraging teachers to improve their qualifications.

10. Planning the program of instruction.

11. Implementing innovations.

TABLE IX

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING TEACHER STUDY GROUPS, PROJECTS AND INSTITUTES AIMED AT IMPROVING THE QUALITY OF INSTRUCTION.

Group Compared for Question 7.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	20	83	2	8	2	8	0	0	24
More Experienced	20	74	5	19	2	7	0	0	27
Adm. Occupation	12	75	3	19	1	6	0	0	16
All Others	28	80	4	11	3	9	0	0	35
Less Educated	18	82	2	9	2	9	0	0	22
More Educated	22	76	5	17	2	7	0	0	29
Total Respondents	40	78	7	14	4	8	0	0	51

As is indicated in Table IX, seventy-eight per cent of the chairmen expected that the task of organizing teacher study groups, projects and institutes aimed at improving the quality of instruction is the direct responsibility of the directeur général.

TABLE X

COMPARISON OF REPLIES FOR THE TASK OF EVALUATING THE
WORK OF TEACHERS AND REPORTING REGULARLY TO THE BOARD

Group Compared for Question 8.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	22	92	2	8	0	0	0	0	24*
More Experienced	16	59	9	33	1	4	1	4	27
Adm. Occupation	11	69	4	25	0	0	1	6	16
All Others	27	77	7	20	1	3	0	0	35
Less Educated	16	73	5	23	1	5	0	0	22
More Educated	22	76	6	21	0	0	1	3	29
Total Respondents	38	75	11	22	1	2	1	2	51

* Different at the .02 level of significance; $\chi^2 = 5.42$.

The results presented in Table X show that most chairmen granted full responsibility to the directeur général for performing the task of evaluating the work of teachers and reporting regularly to the board. The proportion of chairmen granting complete independence to the directeur général for this task was 75 per cent.

Upon grouping the responses in a 2X2 table according to the groups of respondents and the choice between independent action and the three other possibilities combined, a significant difference between the more and less experienced chairmen was found. In this case, a significantly greater proportion of inexperienced chairmen than experienced respondents expected independent action from the directeur général.

TABLE XI

COMPARISON OF REPLIES FOR THE TASK OF ENCOURAGING
TEACHERS TO IMPROVE THEIR QUALIFICATIONS

Group Compared for Question 9.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	23	96	1	4	0	0	0	0	24*
More Experienced	17	63	7	26	3	11	0	0	27
Adm. Occupation	10	63	5	31	1	6	0	0	16
All Others	30	86	3	9	2	6	0	0	35
Less Educated	16	73	4	18	2	9	0	0	22
More Educated	24	83	4	14	1	3	0	0	29
Total Respondents	40	78	8	16	3	6	0	0	51

* Different at the .02 level of significance; $\chi^2 = 6.28$.

Table XI shows that 78 per cent of the chairmen granted the directeur général complete responsibility for the task of encouraging teachers to improve their qualifications. A chi-square test of independence was applied to the data which were grouped according to groups of respondents and the choice between independent action and the other three possibilities combined. Again, the less experienced members favoured the more independent role for the directeur général in significantly greater proportion.

TABLE XII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING THE
PROGRAM OF INSTRUCTION TO BE OFFERED BY THE SCHOOLS

Group Compared for Question 10.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	17	71	7	29	0	0	0	0	24
More Experienced	19	70	7	26	1	4	0	0	27
Adm. Occupation	9	56	7	44	0	0	0	0	16
All Others	27	77	7	20	1	3	0	0	35
Less Educated	14	63	7	32	1	5	0	0	22
More Educated	22	76	7	24	0	0	0	0	29
Total Respondents	36	71	14	27	1	2	0	0	51

As shown in Table XII, the task of planning the program of instruction to be offered by the schools was considered as the sole responsibility of the directeur général by 71 per cent of the chairmen.

TABLE XIII

COMPARISON OF REPLIES FOR THE TASK OF IMPLEMENTING OR ENCOURAGING
NEW TEACHING METHODS, NEW EXPERIENCES, AND NEW COURSES OF STUDY

Group Compared for Question 10.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	15	63	8	33	1	4	0	0	24*
More Experienced	8	30	15	56	4	15	0	0	27
Adm. Occupation	7	44	7	44	2	13	0	0	16
All Others	16	46	16	46	3	9	0	0	35
Less Educated	9	41	10	45	3	14	0	0	22
More Educated	14	48	13	45	2	7	0	0	29
Total Respondents	23	45	23	45	5	10	0	0	51

* Different at the .02 level of significance; $\chi^2 = 5.54$.

The chairmen held that the task of implementing or encouraging new teaching methods, new experienced, and new courses of study was the responsibility of the directeur général. As shown in Table XIII, 45 per cent of the chairmen expected independent action and the same proportion expected action under the direction of the board. It seems that many chairmen wished to exercise a measure of control when new methods or new courses are implemented.

A significant difference was found in comparing the responses of less and more experienced chairmen on the choice between independent action and the three alternatives combined. Once more, the less experienced chairmen supported a more independent role for the directeur général.

Summary

The directeur général was expected to be an executive officer of the board for the performance of the tasks related to Curriculum Development. The majority of the chairmen granted him full responsibility. The only reservation was with respect to implementing new methods and new courses of study. For this task only 45 per cent of the chairmen granted the directeur général the authority to act independently.

The less experienced chairmen, however, tended to grant more independent action to the directeur général than did the more experienced in three of the five tasks examined.

III. PUPIL PERSONNEL

Discussion

Table XIV, page 52, summarizes the expectations for eight different tasks related to the task of pupil personnel. In general the chairmen expected that the directeur général be responsible for these duties. Sixty-eight per cent assigned either full or directed responsibility to the role of the executive officer. Except for two of the tasks (organizing pupil transportation services and planning for provision of adequate recreational facilities), the directeur général was expected to exercise major responsibility.

TABLE XIV

COMPARISON OF REPLIES FOR THE TASKS
RELATING TO PUPIL PERSONNEL

Question No.*	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total
	No.	%	No.	%	No.	%	No.	%	
12	34	67	14	27	2	4	1	2	51
13	38	75	9	18	3	6	1	2	51
14	3	6	4	8	20	39	24	47	51
15	5	10	19	37	22	43	5	10	51
16	24	47	15	29	9	18	3	6	51
17	31	61	13	25	6	12	1	2	51
18	13	25	15	29	14	27	9	18	51
19	18	35	22	43	10	20	1	2	51
Total	166	41	111	27	86	21	45	11	408

* - 12. Planning and organizing for secondary pupils.

13. Developing procedures for assessing pupil progress.

14. Organizing pupil transportation services.

15. Planning provision of recreational facilities.

16. Informing students about job and educational opportunities.

17. Keeping pupil personnel records.

18. Providing for safety of pupils.

19. Dealing with suspensions and expulsions.

TABLE XV

COMPARISON OF REPLIES FOR THE TASK OF PLANNING
AND ORGANIZING FOR SECONDARY SCHOOL PUPILS

Group Compared for Question 12.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	20	83	3	13	1	4	0	0	24*
More Experienced	14	52	11	41	1	4	1	4	27
Adm. Occupation	9	56	6	38	1	6	0	0	16
All Others	25	71	8	23	1	3	1	3	35
Less Educated	15	68	7	32	0	0	0	0	22
More Educated	19	66	7	24	2	7	1	3	29
Total Respondents	34	67	14	27	2	4	1	2	51

* Different at the .05 level of significance; $\chi^2 = 4.34$.

Table XV shows that the task of planning and organizing for secondary school pupils was seen as a responsibility of the directeur général; 67 per cent of the chairmen granted him full responsibility in this area.

In comparing the responses of the less and more experienced chairmen with the alternative of full responsibility and the other choices combined, a significant difference was found. In this case the less experienced chairmen expected even more independent action from the directeur général than did the more experienced.

TABLE XVI

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING PROCEDURES
FOR ESTIMATING HOW WELL PUPILS ARE DOING IN SCHOOL

Group Compared for Question 13.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	21	88	2	8	1	4	0	0	24
More Experienced	17	63	7	26	2	7	1	4	27
Adm. Occupation	9	56	6	38	1	6	0	0	16
All Others	29	83	3	9	2	6	1	3	35
Less Educated	19	86	2	9	1	5	0	0	22
More Educated	19	66	7	24	2	7	1	3	29
Total Respondents	38	75	9	18	3	6	1	2	51

The chairmen stated that the directeur général has the responsibility for developing procedures for estimating how well pupils are doing in schools. Table XVI illustrates this opinion. Seventy-five per cent of them assigned full responsibility to him. No significant differences were found among groups.

TABLE XVII

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING
PUPIL TRANSPORTATION SERVICES

Group Compared for Question 14.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	0	0	2	8	8	33	14	58	24
More Experienced	3	11	2	7	12	44	10	37	27
Adm. Occupation	1	6	2	13	7	44	6	38	16
All Others	2	6	2	6	13	37	18	51	35
Less Educated	1	5	2	9	5	23	14	64	22
More Educated	2	7	2	7	15	52	10	34	29
Total Respondents	3	6	4	8	20	39	24	47	51

The task of organizing pupil transportation services was not considered a major responsibility of the directeur général. This is in contrast with the opinion expressed for most of the other duties related to pupil personnel. As illustrated in Table XVII, 47 per cent of the chairmen stated that the directeur général is not held responsible for this area, and 39 per cent felt that he should act in an advisory capacity only.

Pupil transportation services are provided by a non-professional staff. This could be a reason why the chairmen did not think that such personnel should be under the authority of the directeur général. On the other hand, a considerable proportion of chairmen thought that he should serve in an advisory capacity.

TABLE XVIII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING FOR
THE PROVISION OF ADEQUATE RECREATIONAL FACILITIES.

Group Compared for Question 15.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	1	4	13	54	8	33	2	8	24
	4	15	6	22	14	52	3	11	27
More Experienced	1	6	8	50	6	38	1	6	16
	4	11	11	31	16	46	4	11	35
Adm. Occupation	3	14	8	36	10	45	1	5	22
	2	7	11	38	12	41	4	14	29
All Others	5	10	19	37	22	43	5	10	51
Total Respondents									

The chairmen did not agree on the role of the directeur général in performing the task of planning for the provision of adequate recreational facilities. As shown in Table XVIII, 37 per cent of them accorded limited responsibility to the directeur général and 43 per cent felt that he should act as an advisor. Again, because this task may include non-professional activities, many chairmen did not consider that the directeur général has to be responsible for this job.

TABLE XIX

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING STUDENTS WITH
INFORMATION ABOUT FUTURE JOB AND EDUCATIONAL OPPORTUNITIES

Group Compared for Question 16.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	15	63	7	29	2	8	0	0	24*
More Experienced	9	33	8	30	7	26	3	11	27
Adm. Occupation	5	31	6	38	5	31	0	0	16
All Others	19	54	9	26	4	11	3	9	35
Less Educated	10	45	7	32	3	14	2	9	22
More Educated	14	48	8	28	6	21	1	3	29
Total Respondents	24	47	15	29	9	18	3	6	51

* Different at the .05 level of significance; $\chi^2 = 4.33$.

According to Table XIX, 76 per cent of the respondents expected that the task of providing students with information about future job and educational opportunities should be a major responsibility of the directeur général.

The less experienced chairmen supported a more independent role for the directeur général in this task than did other chairmen. A statistically significant difference was found when the respondents were grouped according to experience and into two response categories, independent action and action under board direction combined, and the other alternatives combined.

TABLE XX

COMPARISON OF REPLIES FOR THE TASK OF
KEEPING PUPIL PERSONNEL RECORDS

Group Compared for Question 17.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	18	75	4	17	2	8	0	0	24*
More Experienced	13	48	9	33	4	15	1	4	27
Adm. Occupation	10	63	4	25	2	13	0	0	16
All Others	21	60	9	26	4	11	1	3	35
Less Educated	16	73	6	27	0	0	0	0	22
More Educated	15	52	7	24	6	21	1	3	29
Total Respondents	31	61	13	25	6	12	1	2	51

* Different at the .05 level of significance; $\chi^2 = 3.84$.

Eighty-six per cent of the chairmen stated that the task of keeping pupil personnel records is a major responsibility of the directeur général; 61 per cent granted full responsibility. The findings are presented in Table XX.

Comparing the responses of chairmen classified according to years of experience when the item categories were (a) independent action and (b) the three other alternatives combined, a statistically significant difference was found. The less experienced respondents supported a more independent role for the directeur général.

TABLE XXI

COMPARISON OF REPLIES FOR THE TASK OF
PROVIDING FOR THE SAFETY OF PUPILS

Group Compared for Question 18.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	7	29	9	38	7	29	1	4	24
More Experienced	6	22	6	22	7	26	8	30	27
Adm. Occupation	5	31	4	25	5	31	2	13	16
All Others	8	23	11	31	9	26	7	20	35
Less Educated	5	23	6	27	5	23	6	27	22
More Educated	8	28	9	31	9	31	3	10	29
Total Respondents	13	25	15	29	14	27	9	18	51

The respondents indicated that the task of providing for the safety of pupils is generally the responsibility of the directeur général. However, the results indicated a lack of agreement. Only 54 per cent of the chairmen selected the first two response alternatives, as is shown in Table XXI. Many chairmen preferred to give this task to a person not responsible to the directeur général.

TABLE XXII

COMPARISON OF REPLIES FOR THE TASK OF DEALING
WITH CASES OF SUSPENSION AND EXPULSION

Group Compared for Question 19.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	9	38	9	38	6	25	0	0	24
More Experienced	9	33	13	48	4	15	1	4	27
Adm. Occupation	7	44	4	25	5	31	0	0	16
All Others	11	31	18	51	5	14	1	5	35
Less Educated	8	36	9	41	4	18	1	5	22
More Educated	10	34	13	45	6	21	0	0	29
Total Respondents	18	35	22	43	10	20	1	2	51

Seventy-eight per cent of the chairmen expected that the task of dealing with the cases of suspension and expulsion generally belongs to the directeur général. The results presented in Table XXII indicate a lack of unreserved agreement in giving full responsibility to the directeur général. Only 35 per cent of the chairmen granted him full responsibility whereas 43 per cent stated that he should act only under board direction. This may be because suspension or expulsion of students could have legal and political implications for the board.

Summary

The directeur général was considered by the school board chairmen as their executive officer for performing the majority of the tasks related to Pupil Personnel. However, for the two tasks related to non-professional activities the chairmen preferred to grant the responsibility to a person other than the directeur général. Again, the less experienced members tended to accord more independent action to him than did the more experienced ones, particularly so in three of the eight tasks examined.

IV. STAFF PERSONNEL

Discussion

The directeur général was expected to have independent responsibility for the tasks related to Staff Personnel or assume responsibility under board direction. From Table XXIII, page 62, it can be seen that 83 per cent of the chairmen supported these opinions. If the item related to non-professional staff (question 23) were omitted, 92 per cent of the chairmen would indicate this degree of responsibility. It is important to notice that the proportion of chairmen who favored independent responsibility was almost equal to the proportion who indicated responsibility under direction of the board.

TABLE XXIII

COMPARISON OF REPLIES FOR THE TASKS RELATING TO STAFF PERSONNEL

Question No.*	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total
	No.	%	No.	%	No.	%	No.	%	
20	35	69	15	29	1	2	0	0	51
21	26	51	24	47	1	2	0	0	51
22	32	63	19	37	0	0	0	0	51
23	1	2	8	16	15	29	27	53	51
24	41	80	9	18	1	2	0	0	51
25	16	31	27	53	8	16	0	0	51
26	18	35	28	55	5	10	0	0	51
27	10	20	29	57	12	24	0	0	51
Total	179	44	159	39	43	11	27	7	408

* - 20. Selecting and placing teachers.

21. Selecting and placing principals.

22. Selecting and directing professional assistants.

23. Employing non-professional staff.

24. Keeping personnel records on teaching staff.

25. Promoting welfare of staff.

26. Promoting merited teachers.

27. Establishing regulations for all employees.

TABLE XXIV

COMPARISON OF REPLIES FOR THE TASK OF
SELECTING AND PLACING TEACHERS

Group Compared for Question 20.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	16	67	7	29	1	4	0	0	24
More Experienced	19	70	8	30	0	0	0	0	27
Adm. Occupation	10	63	6	38	0	0	0	0	16
All Others	25	71	9	26	1	3	0	0	35
Less Educated	16	73	6	27	0	0	0	0	22
More Educated	19	66	9	31	1	3	0	0	29
Total Respondents	35	69	15	29	1	2	0	0	51

As presented in Table XXIV, the expectations of 69 per cent of school board chairmen for the task of selecting and placing teachers favoured full responsibility of the directeur général. Twenty-nine per cent of the chairmen preferred him to act under board direction.

TABLE XXV

COMPARISON OF REPLIES FOR THE TASK OF
SELECTING AND PLACING PRINCIPALS

Group Compared for Question 21.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	12	50	11	46	1	4	0	0	24
More Experienced	14	52	13	48	0	0	0	0	27
Adm. Occupation	10	63	6	38	0	0	0	0	16
All Others	16	46	18	51	1	3	0	0	35
Less Educated	10	45	12	55	0	0	0	0	22
More Educated	16	55	12	41	1	4	0	0	29
Total Respondents	26	51	24	47	1	2	0	0	51

Table XXV presents the expectations of chairmen for the task of selecting and placing principals. This task was expected to be the major responsibility of the directeur général; 51 per cent granted him full responsibility and 47 per cent preferred action under board direction. Thus, more chairmen accorded limited responsibility to the directeur général for the selection and placement of principals than of teachers.

TABLE XXVI

COMPARISON OF REPLIES FOR THE TASK OF SELECTING
AND DIRECTING THE WORK OF PROFESSIONAL ASSISTANTS

Group Compared for Question 22.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	14	58	10	42	0	0	0	0	24
More Experienced	18	67	9	35	0	0	0	0	27
Adm. Occupation	8	50	8	50	0	0	0	0	16
All Others	24	69	11	31	0	0	0	0	35
Less Educated	15	68	7	32	0	0	0	0	22
More Educated	17	59	12	41	0	0	0	0	29
Total Respondents	32	63	19	37	0	0	0	0	51

Sixty-three per cent of the chairmen expected that the directeur général have full responsibility for the task of selecting and directing the work of professional assistants. Thirty-seven per cent of them preferred a limited role for him. These findings are presented in Table XXVI.

TABLE XXVII

COMPARISON OF REPLIES FOR THE TASK
OF EMPLOYING NON-PROFESSIONAL STAFF

Group Compared for Question 23.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	0	0	4	17	5	21	15	63	24
More Experienced	1	4	4	15	10	37	12	44	27
Adm. Occupation	0	0	2	13	6	38	8	50	16
All Others	1	3	6	17	9	26	19	54	35
Less Educated	0	0	3	14	6	27	13	59	22
More Educated	1	4	5	17	9	31	14	48	20
Total Respondents	1	2	8	16	15	29	27	53	51

Table XXVII presents the expectations of the chairmen for the task of employing non-professional staff. Fifty-three per cent of them considered that he has no responsibility in this area and twenty-nine per cent felt that he should be an advisor only. Chairmen indicated considerably less responsibility with respect to non-professional personnel than they did to professional personnel. It appears that chairmen preferred a person independent of the directeur général to be in charge of non-professional staff.

TABLE XXVIII

COMPARISON OF REPLIES FOR THE TASK OF KEEPING
PERSONNEL RECORDS ON TEACHING STAFF

Group Compared for Question 24.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	22	92	2	8	0	0	0	0	24
More Experienced	19	70	7	26	1	4	0	0	27
Adm. Occupation	10	63	6	37	0	0	0	0	16
All Others	31	89	3	9	1	3	0	0	35
Less Educated	19	86	3	14	0	0	0	0	22
More Educated	22	76	6	21	1	3	0	0	29
Total Respondents	41	80	9	18	1	2	0	0	51

According to Table XXVIII, 80 per cent of the chairmen granted full responsibility to the directeur général for the task of keeping personnel records of teaching staff. Only 18 per cent preferred that this task be performed under board direction.

TABLE XXIX

COMPARISON OF REPLIES FOR THE TASK OF PROMOTING
THE GENERAL WELFARE OF THE STAFF

Group Compared for Question 25.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	10	42	10	42	4	17	0	0	24
More Experienced	6	22	17	63	4	15	0	0	27
Adm. Occupation	9	56	4	25	3	19	0	0	16*
All Others	7	20	23	66	5	14	0	0	35
Less Educated	7	32	11	50	4	18	0	0	22
More Educated	9	31	16	55	4	14	0	0	29
Total Respondents	16	31	27	53	8	16	0	0	51

* Different at the .01 level of significance; $\chi^2 = 6.70$.

The task of promoting the general welfare of the staff was considered by the chairmen as either a full responsibility of the directeur général or a limited responsibility under the direction of the board. As presented in Table XXIX, 31 per cent expected an independent action for him and 53 per cent preferred a limited role.

Chairmen who hold administrative positions in their regular occupations had different expectations than did other chairmen for the task area of promoting the general welfare of the staff. When the response categories were dichotomized into independent action and the other three alternatives a significant difference was obtained. Those with an administrative occupation supported a more independent role for the directeur général.

TABLE XXX

COMPARISON OF REPLIES FOR THE TASK OF
GIVING PROMOTIONS TO MERITED TEACHERS

Group Compared for Question 26.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	9	38	14	58	1	4	0	0	24
More Experienced	9	35	14	52	4	15	0	0	27
Adm. Occupation	8	50	7	44	1	6	0	0	16
All Others	10	29	21	60	4	11	0	0	35
Less Educated	8	36	12	55	2	9	0	0	22
More Educated	10	34	16	55	3	10	0	0	29
Total Respondents	18	35	28	55	5	10	0	0	51

As shown in Table XXX, the task of giving promotions to merited teachers was generally expected by the chairmen to be a major responsibility of the directeur général, but by most under the direction of the board. Fifty-five per cent of them accorded to the directeur général a limited role and only 35 per cent preferred that he perform this job independently.

TABLE XXXI

COMPARISON OF REPLIES FOR THE TASK OF ESTABLISHING SPECIAL
REGULATIONS FOR TEACHERS, PRINCIPALS AND NON-PROFESSIONAL STAFF

Group Compared for Question 27.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	3	13	14	58	7	29	0	0	24
More Experienced	7	26	15	56	5	19	0	0	27
Adm. Occupation	4	25	10	63	2	13	0	0	16
All Others	6	17	19	54	10	29	0	0	35
Less Educated	5	23	12	55	5	23	0	0	22
More Educated	5	17	17	59	7	24	0	0	29
Total Respondents	10	20	29	57	12	24	0	0	51

Table XXXI presents the expectations of the chairmen for the role of directeur général in performing the task of establishing special regulations for teachers, principals and non-professional staff. The directeur général was expected to have mostly a limited responsibility for this job. Fifty-seven per cent of the chairmen felt that he should act under board direction and only 20 per cent granted him full responsibility. The reason why 24 per cent of the chairmen stated that the directeur général should act only as an advisor may be that they felt that the non-professional staff should not be his particular responsibility.

Summary

The directeur général was considered by the chairmen to be the executive officer of the board for the task area of Staff Personnel except for matters relating to non-professional staff. Many chairmen expected that he should act under their direction for performing these jobs. For one task, that of promoting general staff welfare, the chairmen in administrative occupations accorded more independent action to the directeur général than did the other chairmen.

V. PHYSICAL FACILITIES

Discussion

In contrast to the expectations expressed for the first four general task areas, in which the chairmen clearly supported the responsibility of the directeur général, the expectations of the chairmen, as presented in Table XXXII, page 72, for the tasks relating to physical facilities varied greatly. Thus, there was a lack of consensus among the chairmen for the directeur général's role in this area.

It could be that some of the tasks relating to physical facilities were designated to persons not under the authority of the directeur général. For example, the secretary-treasurer or the administrator for business affairs may concern themselves with physical facilities.

Fifteen per cent granted him full responsibility, 31 per cent expected that he act under their direction, 33 per cent declared that he have only an advisory capacity, and 21 per cent stated that he should not be responsible for tasks relating to physical facilities.

TABLE XXXII

COMPARISON OF REPLIES FOR THE TASKS
RELATING TO PHYSICAL FACILITIES

Question No.*	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total
	No.	%	No.	%	No.	%	No.	%	
28	6	12	25	49	20	39	0	0	51
29	0	0	13	25	31	61	7	14	51
30	18	35	24	47	9	18	0	0	51
31	1	2	6	12	13	25	31	61	51
32	4	8	8	16	16	31	23	45	51
33	3	6	16	31	18	35	14	27	51
34	17	33	13	25	16	31	5	10	51
35	13	25	22	43	11	22	5	10	51
Total	62	15	127	31	134	33	85	21	408

* - 28. Estimating building needs.

29. Selecting school sites.

30. Planning provision for educational needs.

31. Developing program of maintenance.

32. Establishing procedures for handling supplies and equipment.

33. Formulating policy governing public use of facilities.

34. Administering the text-book plan.

35. Handling supply requests of principals.

TABLE XXXIII

COMPARISON OF REPLIES FOR THE TASK OF ESTIMATING
THE BUILDING NEEDS OF THE SCHOOL SYSTEM

Group Compared for Question 28.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	2	8	13	54	9	38	0	0	24
More Experienced	4	15	12	44	11	41	0	0	27
Adm. Occupation	4	25	8	50	4	25	0	0	16
All Others	2	6	17	49	16	46	0	0	35
Less Educated	1	5	11	50	10	45	0	0	22
More Educated	5	17	14	48	10	35	0	0	29
Total Respondents	6	12	25	49	20	39	0	0	51

Table XXXIII presents the expectations of the chairmen for the role of directeur général for performing the task of estimating the building needs of the school system. Only 12 per cent of the chairmen granted full responsibility to the directeur général and 49 per cent felt that he should act under their direction in the performance of this job. Thirty-nine per cent of them accepted the directeur général acting as an advisor but none of the chairmen thought that he should have no responsibility at all.

TABLE XXXIV

COMPARISON OF REPLIES FOR THE TASK OF
SELECTING SUITABLE SCHOOL SITES

Group Compared for Question 29.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	0	0	5	21	15	63	4	17	24
More Experienced	0	0	8	30	16	59	3	11	27
Adm. Occupation	0	0	6	38	8	50	2	13	16
All Others	0	0	7	20	23	66	5	14	35
Less Educated	0	0	5	23	14	64	3	14	22
More Educated	0	0	8	28	17	59	4	14	29
Total Respondents	0	0	13	25	31	61	7	14	51

For the task of selecting suitable school sites the directeur général was expected to have mostly an advisory role. As presented in Table XXXIV, 61 per cent of the chairmen held that he should be an advisor in this matter, 25 per cent granted him a limited responsibility under board direction and only 14 per cent stated that he should have no responsibility.

It could be supposed that many chairmen preferred that the members of the board perform this job themselves although no evidence for this conclusion is available from this study.

TABLE XXXV

COMPARISON OF REPLIES FOR THE TASK OF MAKING CERTAIN IN PLANNING
OF SCHOOL FACILITIES THAT THERE WILL BE ADEQUATE PROVISION FOR
EDUCATIONAL NEEDS

Group Compared for Question 30.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	10	42	10	42	4	17	0	0	24
More Experienced	8	30	14	52	5	19	0	0	27
Adm. Occupation	9	56	5	31	2	13	0	0	16*
All Others	9	26	19	54	7	20	0	0	35
Less Educated	9	41	11	50	2	9	0	0	22
More Educated	9	31	13	45	7	24	0	0	29
Total Respondents	18	35	24	47	9	18	0	0	51

* Different at the .05 level of significance; $X^2 = 4.48$.

The chairmen expected the directeur général to assure the preliminary planning for the adequate provision for educational needs. As shown in Table XXXV, 35 per cent of the respondents granted full responsibility to the directeur général in this area and 47 per cent expected that he should act under their direction.

When the responses of chairmen in administrative occupations were compared with those of chairmen in other occupations, and the item responses were dichotomized into independent action and the other alternatives combined, a significant difference was obtained. The chairmen in administrative occupations expected a more independent role for the directeur général in the area of planning for school facilities.

TABLE XXXVI

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING
AN EFFICIENT PROGRAM OF MAINTENANCE

Group Compared for Question 31.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	0	0	3	13	8	33	13	54	24
More Experienced	1	4	3	11	5	19	18	67	27
Adm. Occupation	0	0	2	13	6	38	8	50	16
All Others	1	3	4	11	7	20	23	66	35
Less Educated	0	0	1	5	6	27	15	68	22
More Educated	1	4	5	17	7	24	16	55	29
Total Respondents	1	2	6	12	13	25	31	61	51

The task of developing an efficient program of maintenance was not expected to be the responsibility of the directeur général. According to Table XXXVI, 61 per cent of the chairmen felt that he should have no responsibility in this matter and only 25 per cent granted him an advisory role. The reason why the chairmen did not think that the directeur général should have responsibility in this area may be because this job is related to non-professional matters.

TABLE XXXVII

COMPARISON OF REPLIES FOR THE TASK OF ESTABLISHING PROCEDURES FOR
THE STORAGE, DISTRIBUTION, INVENTORY, MAINTENANCE, AND CARE OF
SUPPLIES AND EQUIPMENT

Group Compared for Question 32.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	2	8	3	13	10	42	9	38	24
More Experienced	2	7	5	19	6	22	14	52	27
Adm. Occupation	2	13	2	13	6	38	6	38	16
All Others	2	6	6	17	10	29	17	49	35
Less Educated	1	5	3	14	11	50	7	32	22
More Educated	3	10	5	17	5	17	16	55	29
Total Respondents	4	8	8	16	16	31	23	45	51

The directeur général was generally not expected to be responsible for the task of establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment. As shown in Table XXXVII, 45 per cent of the chairmen considered that he should have no responsibility for this job and 31 per cent considered him as an advisor.

TABLE XXXVIII

COMPARISON OF REPLIES FOR THE TASK OF FORMULATING POLICY
GOVERNING THE USE OF SCHOOL FACILITIES BY THE PUBLIC

Group Compared for Question 33.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	3	13	7	29	6	25	8	33	24
More Experienced	0	0	9	33	12	44	6	22	27
Adm. Occupation	1	6	4	25	5	31	6	38	16
All Others	2	6	12	34	13	37	8	23	35
Less Educated	1	5	7	32	8	36	6	27	22
More Educated	2	7	9	31	10	34	8	28	29
Total Respondents	3	6	16	31	18	35	14	27	51

The school board chairmen did not agree on the role to grant to the directeur général for performing the task of formulating policy governing the use of school facilities by the public. Table XXXVIII shows that 31 per cent of the chairmen granted him responsibility under their direction, 35 per cent expected an advisory capacity, and 27 per cent thought that he should have no responsibility for this job.

TABLE XXXIX

COMPARISON OF REPLIES FOR THE TASK OF
ADMINISTERING THE TEXT-BOOK PLAN

Group Compared for Question 34.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	10	42	7	29	6	25	1	4	24
More Experienced	7	26	6	22	10	37	4	15	27
Adm. Occupation	7	44	2	13	7	44	0	0	16
All Others	10	29	11	31	9	26	5	14	35
Less Educated	9	41	8	36	3	14	2	9	22*
More Educated	8	28	5	17	13	45	3	10	29
Total Respondents	17	33	13	25	16	31	5	10	51

* Different at the .02 level of significance; $\chi^2 = 5.44$.

The chairmen did not agree on the responsibility of the directeur général for the task of administering the text-book plan. According to Table XXXIX, 33 per cent of them granted him full responsibility, 25 per cent considered that he should act under their direction, and 31 per cent felt that he should be an advisor.

The responses for the task of administering the text-book plan were grouped according to the choice of independent action or action under board direction and the two other alternatives combined when the chairmen are classified according to their level of education. A statistically significant difference was found. The less educated chairmen expected more responsibility for the directeur général in the task area of text-books.

TABLE XL

COMPARISON OF REPLIES FOR THE TASK OF HANDLING THE
REQUESTS OF PRINCIPALS FOR MATERIALS AND EQUIPMENT

Group Compared for Question 35.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	6	25	11	46	5	21	2	8	24
More Experienced	7	26	11	41	6	22	3	11	27
Adm. Occupation	4	25	9	56	3	19	0	0	16
All Others	9	26	13	37	8	23	5	14	35
Less Educated	7	32	11	50	2	9	2	9	22
More Educated	6	21	11	38	9	31	3	10	29
Total Respondents	13	25	22	43	11	22	5	10	51

The task of handling the requests of principals for materials and equipment was expected to be mainly a full or limited responsibility of the directeur général. As presented in Table XL, 25 per cent of the chairmen granted him full responsibility, 43 per cent preferred that he perform this job under board direction, and 22 per cent suggested that he should have an advisory role only.

The performance of this task and that of the preceding one has professional and also non-professional aspects. This could be a reason why the chairmen disagreed on the role they expected from the directeur général.

Summary

There was a lack of consensus among the school board chairmen with respect to the responsibilities the directeur général as the executive officer of the board for the task area of Physical Facilities. If the tasks implied a more professional aspect the chairmen tended to grant full or limited responsibility to him. If the tasks assumed more non-professional aspects they expected the directeur général to act as an advisor or they felt that he should have no responsibility.

Chairmen in administrative occupations expected more independence of action on the part of the directeur général in the planning of school facilities, and chairmen with less formal education expected more independent responsibility in administering the text book plan.

VI. FINANCE AND BUSINESS MANAGEMENT

Discussion

Table XLI, page 82, shows that the chairmen expected the directeur général to have either no responsibility, or to act in an advisory capacity only, in matters of finance and business management. Thirty-eight per cent of the chairmen suggested that the directeur général have no responsibility in this area and 36 per cent suggested that he act as an advisor. Therefore, it seems that the chairmen expected that such tasks be performed by someone other than the directeur général, such as the secretary-treasurer or the business manager. It is well to notice that a good proportion of chairmen accepted the directeur général as an advisor in this matter.

TABLE XLI

COMPARISON OF REPLIES FOR THE TASKS RELATING
TO FINANCE AND BUSINESS MANAGEMENT

Question No.*	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total
	No.	%	No.	%	No.	%	No.	%	
36	2	4	18	35	20	39	11	22	51
37	5	10	17	33	22	43	7	14	51
38	0	0	3	6	6	12	42	82	51
39	2	4	9	18	24	47	16	31	51
40	2	4	9	18	19	37	21	41	51
Total	11	4	56	22	91	36	97	38	255

* - 36. Budgeting for school operations.

37. Preparing specifications for purchasing.

38. Participating in setting policy on taxes.

39. Participating in salary negotiations.

40. Making salary surveys.

TABLE XLII

COMPARISON OF REPLIES FOR THE TASK OF
BUDGETING FOR SCHOOL OPERATIONS

Group Compared for Question 36.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	0	0	7	29	10	42	7	29	24
More Experienced	2	7	11	41	10	37	4	15	27
Adm. Occupation	0	0	7	44	7	44	2	13	16
All Others	2	6	11	31	13	37	9	26	35
Less Educated	1	5	5	23	11	50	5	23	22
More Educated	1	3	13	45	9	31	6	21	29
Total Respondents	2	4	18	35	20	39	11	22	51

The findings shown in Table XLII indicate that a majority of the chairmen expected that the task of budgeting for school operations was not the main responsibility of the directeur général; 22 per cent thought that he had no responsibility for this job, and 39 per cent felt that he could be an advisor to the board. Nevertheless, 35 per cent granted him responsibility under board direction.

TABLE XLIII

COMPARISON OF REPLIES FOR THE TASK OF PREPARING SPECIFICATIONS
FOR THE PURCHASE OF SUPPLIES AND EQUIPMENT

Group Compared for Question 37.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	3	13	4	17	13	54	4	17	24
More Experienced	2	7	13	48	9	33	3	11	27
Adm. Occupation	2	13	5	31	8	50	1	6	16
All Others	3	9	12	34	14	40	6	17	35
Less Educated	1	5	6	27	12	55	3	14	22
More Educated	4	14	11	38	10	34	4	14	29
Total Respondents	5	10	17	33	22	43	7	14	51

The task of preparing specifications for the purchase of supplies and equipment was not held to be a major responsibility of the directeur général. As indicated in Table XLIII, forty-three per cent of the chairmen indicated that he should be an advisor to the board, and 14 per cent considered that he should have no responsibility. Thirty-three per cent felt that he should have responsibility under board direction and 10 per cent that he should act independently.

TABLE XLIV

COMPARISON OF REPLIES FOR THE TASK OF PARTICIPATING
IN THE IMPOSITION OF TAXES

Group Compared for Question 38.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	0	0	2	8	4	17	18	75	24
More Experienced	0	0	1	4	2	7	24	89	27
Adm. Occupation	0	0	1	6	3	19	12	75	16
All Others	0	0	2	6	3	9	30	86	35
Less Educated	0	0	1	5	1	5	20	91	22
More Educated	0	0	2	7	5	17	22	76	29
Total Respondents	0	0	3	6	6	12	42	82	51

Considerable agreement among the chairmen, as shown in Table XLIV, is indicated by the fact that 82 per cent of them thought that the directeur général had no responsibility at all for the task of participating in the imposition of taxes.

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TABLE XLV

COMPARISON OF REPLIES FOR THE TASK OF
PARTICIPATING IN SALARY NEGOTIATIONS

Group Compared for Question 39.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	1	4	5	21	9	38	9	38	24
More Experienced	1	4	4	15	15	56	7	26	27
Adm. Occupation	1	6	2	13	5	31	8	50	16
All Others	1	3	7	20	19	54	8	23	35
Less Educated	0	0	3	14	11	50	8	36	22
More Educated	2	7	6	21	13	45	8	28	29
Total Respondents	2	4	9	18	24	47	16	31	51

Most of the chairmen did not feel that the directeur général should be responsible for the task of participating in salary negotiations. From Table XLV it can be observed that 47 per cent of the chairmen accepted an advisory role for the directeur général but 31 per cent considered that he should have no responsibility.

1. Introduction 2. Methodology 3. Results 4. Discussion 5. Conclusion

Table 1: Summary of Data						Notes
Year	Q1	Q2	Q3	Q4	Annual	
2018	1.2	1.5	1.8	2.1	6.6	
2019	1.5	1.8	2.1	2.4	7.8	
2020	1.8	2.1	2.4	2.7	9.0	
2021	2.1	2.4	2.7	3.0	10.2	
2022	2.4	2.7	3.0	3.3	11.4	
2023	2.7	3.0	3.3	3.6	12.6	
2024	3.0	3.3	3.6	3.9	13.8	
2025	3.3	3.6	3.9	4.2	15.0	
2026	3.6	3.9	4.2	4.5	16.2	
2027	3.9	4.2	4.5	4.8	17.4	
2028	4.2	4.5	4.8	5.1	18.6	
2029	4.5	4.8	5.1	5.4	19.8	
2030	4.8	5.1	5.4	5.7	21.0	

The data shows a consistent upward trend in the values over the period from 2018 to 2030. The annual values increase by approximately 1.2 units each year, starting from 6.6 in 2018 and reaching 21.0 in 2030. This growth is reflected in both the quarterly and annual figures.

The quarterly data indicates a steady increase in each quarter, with the fourth quarter consistently being the highest. The annual totals show a clear linear progression, suggesting a stable and predictable growth pattern.

Prepared by: [Name]
 Date: [Date]

TABLE XLVI

COMPARISON OF REPLIES FOR THE TASK OF MAKING SURVEYS WITH RESPECT
TO EQUITABLE PAY SCALES FOR OTHER EMPLOYEES OF THE SYSTEM

Group Compared for Question 40	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	1	4	4	17	10	42	9	38	24
	1	4	5	19	9	33	12	44	27
More Experienced	2	13	3	19	5	31	6	38	16
	0	0	6	17	14	40	15	43	35
Adm. Occupation	0	0	2	9	9	41	11	50	22
	2	7	7	24	10	35	10	35	29
All Others	2	4	9	18	19	37	21	41	51

According to Table XLVI most chairmen did not expect that the directeur général be greatly responsible for the task of making surveys with respect to equitable pay scales for other employees of the system. Forty-one per cent indicated that he had no responsibility, and 37 per cent expected that he should work in an advisory capacity.

The responses to the last two questions could have been influenced by the provincial negotiations procedures established in 1967 by the government. Indeed, since 1967 the school boards and the teacher unions have not negotiated at a local level. The government and the representatives of teachers and of school boards participate in the negotiations only at a provincial level.

Summary

Most school board chairmen did not hold the directeur général responsible for tasks relating to Finance and Business Management. Many of them felt that he should act in an advisory capacity only. No significant differences between groups were found.

VII. ORGANIZATION AND STRUCTURE

Discussion

Table XLVII, page 89, summarizes the expectations of the chairmen for the role of directeur général in performing the tasks relating to Organization and Structure. Eighty-six per cent of the respondents considered that the directeur général should have major responsibility for organizing the school system. However, 42 per cent of the chairmen limited the authority of the directeur général to board direction.

TABLE XLVII

COMPARISON OF REPLIES FOR THE TASKS
RELATING TO ORGANIZATION AND STRUCTURE

Question No.*	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total
	No.	%	No.	%	No.	%	No.	%	
41	19	37	19	37	13	25	0	0	51
42	24	47	26	51	1	2	0	0	51
43	22	43	23	45	6	12	0	0	51
44	21	41	21	41	9	18	0	0	51
45	32	63	18	35	1	2	0	0	51
46	15	29	21	41	15	29	0	0	51
Total	133	44	128	42	45	15	0	0	306

* - 41. Developing long-range plans for school system growth.

42. Organizing various services.

43. Coordinating secondary and primary levels.

44. Coordinating different departments and services.

45. Providing for participation of staff in organization.

46. Structuring levels of authority and responsibility.

TABLE XLVIII

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING LONG-RANGE
PLANS FOR THE ORDERLY GROWTH AND IMPROVEMENT OF THE SCHOOL SYSTEM

Group Compared for Question 41.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	10	42	11	46	3	13	0	0	24
More Experienced	9	33	8	30	10	37	0	0	27
Adm. Occupation	9	56	4	25	3	19	0	0	16
All Others	10	29	15	43	10	29	0	0	35
Less Educated	8	36	7	32	7	32	0	0	22
More Educated	11	38	12	41	6	21	0	0	29
Total Respondents	19	37	19	37	13	25	0	0	51

As indicated in Table XLVIII, the directeur général was expected to have major responsibility for the task of developing long-range plans for the orderly growth and improvement of the school system. Thirty-seven per cent of the chairmen granted him full responsibility and the same proportion preferred that he act under board direction. Only 25 per cent considered that he should have an advisory role only.

When the respondents were grouped according to occupation, and item responses were dichotomized into independent action and the three other alternatives combined, the chi-square value of 3.60 was obtained. For significance at the 5 per cent level a chi-square value of 3.84 is required. However, a trend may be indicated in that the chairmen in administrative occupations might expect a more independent role for the directeur général.

TABLE XLIX

COMPARISON OF REPLIES FOR THE TASK OF
ORGANIZING THE DIFFERENT SERVICES

Group Compared for Question 42.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	13	54	10	41	1	4	0	0	24
More Experienced	11	41	16	59	0	0	0	0	27
Adm. Occupation	10	61	6	38	0	0	0	0	16
All Others	14	40	20	57	1	3	0	0	35
Less Educated	12	55	10	45	0	0	0	0	22
More Educated	12	41	16	55	1	4	0	0	29
Total Respondents	24	47	26	51	1	2	0	0	51

Table XLIX shows that about half the chairmen expected the directeur général to assume independent responsibility for the task of organizing the different services. Fifty-one per cent felt that he should perform this job under the direction of the board.

TABLE L

COMPARISON OF REPLIES FOR THE TASK OF COORDINATING
THE SECONDARY AND THE PRIMARY LEVELS

Group Compared for Question 43.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	12	50	10	42	2	8	0	0	24
More Experienced	10	37	13	48	4	15	0	0	27
Adm. Occupation	10	63	6	38	0	0	0	0	16
All Others	12	34	17	49	6	17	0	0	35
Less Educated	7	32	13	59	2	9	0	0	22
More Educated	15	52	10	34	4	14	0	0	29
Total Respondents	22	43	23	45	6	12	0	0	51

The chairmen expected that the task of coordinating the secondary and the primary levels of the school program was generally a major responsibility of the directeur général. According to Table L, 43 per cent accorded him full responsibility and 45 per cent responsibility under board direction.

When the respondents were grouped according to occupation, and item responses were dichotomized into independent action and the three other alternatives combined, a chi-square value of 3.56 was obtained. To indicate a significant difference at the 5 per cent level a chi-square value of 3.84 is required. However, a trend may be indicated that chairmen in administrative occupations might expect a more independent role for the directeur général.

TABLE LI

COMPARISON OF REPLIES FOR THE TASK OF ESTABLISHING COORDINATION
AND COMMUNICATION IN THE DIFFERENT DEPARTMENTS OR SERVICES

Group Compared for Question 44.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	10	42	12	50	2	8	0	0	24
More Experienced	11	41	9	33	7	26	0	0	27
Adm. Occupation	7	44	4	25	5	31	0	0	16
All Others	14	40	17	49	4	11	0	0	35
Less Educated	9	41	9	41	4	18	0	0	22
More Educated	12	41	12	41	5	17	0	0	29
Total Respondents	21	41	21	41	9	18	0	0	51

Table LI presents the expectations of the chairmen for the task of establishing coordination and communication in the different departments or services. The directeur général was expected to have major responsibility. Forty-one per cent of the chairmen expected independence of action for him, and the same proportion expected him to assume responsibility under board direction.

TABLE LII

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING FOR THE PARTICIPATION
OF PRINCIPALS AND TEACHERS IN THE ORGANIZATION OF THE SYSTEM

Group Compared for Question 45.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	18	75	6	25	0	0	0	0	24
More Experienced	14	52	12	44	1	4	0	0	27
Adm. Occupation	11	69	5	31	0	0	0	0	16
All Others	21	60	13	37	1	3	0	0	35
Less Educated	14	64	7	32	1	5	0	0	22
More Educated	18	62	11	38	0	0	0	0	29
Total Respondents	32	63	18	35	1	2	0	0	51

The directeur général was expected to have major responsibility for performing the task of providing for the participation of principals and teachers in the organization of the system. As indicated in Table LII, 63 per cent of the chairmen granted him independent responsibility. Thirty-five per cent expected that he should act under board direction.

TABLE LIII

COMPARISON OF REPLIES FOR THE TASK OF STRUCTURING THE DIFFERENT
LEVELS OF AUTHORITY AND RESPONSIBILITY IN THE ORGANIZATION

Group Compared for Question 46.	Expectations for the Role of Directeur Général								
	Independent Action		Board Direction		Advisory Capacity		Not Responsible		Total Number
	No.	%	No.	%	No.	%	No.	%	
Less Experienced	6	25	12	50	6	25	0	0	24
More Experienced	9	33	9	33	9	33	0	0	27
Adm. Occupation	7	44	3	19	6	38	0	0	16
All Others	8	23	18	51	9	26	0	0	35
Less Educated	8	36	8	36	6	27	0	0	22
More Educated	7	24	13	45	9	31	0	0	29
Total Respondents	15	29	21	41	15	29	0	0	51

As shown in Table LIII, the chairmen expected considerable responsibility for the directeur général for the task of structuring the different levels of authority and responsibility in the organization. Only 29 per cent granted him independent responsibility, but 41 per cent expected him to assume responsibility under board direction, and 29 per cent felt that he should act in an advisory role.

Summary

The school board chairmen expected that the directeur général be their executive officer for the task area of Organization and Structure. The chairmen were almost equally divided between the two kinds of role expectations, independent responsibilities and responsibility under board direction. The chairmen with administrative occupations tended to grant more independence of action to the directeur général for the tasks of planning for the growth and development of the school system, and for the coordination of the secondary with the primary school program.

VIII. REGROUPED RESPONDENTS

The respondents were regrouped differently according to their occupation in order to make a further analysis. The professionals, specialized technicians, managers and officials formed one category. The farmers, clerical workers, sales workers and laborers were included in the other. The chi-square test of independence was applied to test for any significant difference between the expectations of the two categories. No significant difference was found to indicate any trend in the sense of a more or less independent role expected of the directeur général by the respondents of these two groups.

IX. CONCLUSION

In general the chairmen expected the directeur général to be an executive officer acting independently or under board direction in five out of the seven task areas considered in this study, that is, in school-community relationships, curriculum development, pupil personnel, staff personnel, and in organization and structure.

In relation to the tasks concerning physical facilities there was a near random diversity of responses from the chairmen. The opinions were divided equally for and against assigning major responsibility to the directeur général for these tasks.

The tasks related to finance and business management generally were not expected to be a major responsibility of the directeur général. However, fewer than half of the chairmen felt that he should have no responsibility in this area.

Generally speaking, tasks relating to finance and to the non-professional staff were not believed to be a major responsibility of the directeur général.

TABLE LIV

CHAIRMEN EXPECTATIONS FOR THE SEVEN TASK AREAS

Task Areas	Expectations for the Role of Directeur Général			
	Independent Action	Board Direction	Advisory Capacity	Not Responsible
	% *	%	%	%
School-Community Relationships	30	50	14	6
Curriculum Development	69	25	6	0
Pupil Personnel	41	27	21	11
Staff Personnel	44	39	11	7
Physical Facilities	15	31	33	21
Finance and Business Management	4	22	36	38
Organization and Structure	44	42	15	0

Table LIV summarizes in percentages the expectations of chairmen in the seven task areas.

Seldom were the responses of the chairmen related to their experience, level of education, or occupation. But it seems that the less experienced chairmen and those in administrative occupations were inclined to assign greater responsibility to the directeur général.

Level of education did not seem to be an important factor in the expectations of the chairmen. A significant difference was obtained with respect to one task only, that of administering the text-book plan.

*Per cent signifies the proportion of responses to the total number of tasks for each task area.

CHAPTER V

RELATIVE IMPORTANCE OF THE ADMINISTRATIVE TASK AREAS

The purpose of this chapter is to examine the rank-order of the various administrative task areas of the directeur général as reported by the chairmen.

Rank-Orders

The seven task areas were ranked from 1 to 7 and the smaller the Arabic numeral the greater is the relative importance assigned to the administrative area. Tables in Appendix C and Tables LV and LVI give the following information:

1. The tabulation of the ranks assigned to each administrative task area by the chairmen who were grouped according to the criteria of experience, profession and education.
2. The rank median assigned to each task area.
3. The rank for each task area after a median test had been applied.⁶³

Table LV, page 100, shows the rank median for each of the seven administrative task areas. The chairmen selected the area of curriculum development as the most important and the tasks related to physical facilities and finance and business management as the least important to be performed by the directeur général. Considering the value of the median rank, the tasks related to organization and structure, pupil personnel, staff personnel and school-community relationships were ranked respectively second, third, fourth and fifth in order of importance.

⁶³Siegel, op. cit.

TABLE LV

RANK MEDIANS FOR ADMINISTRATIVE TASK AREAS

ACCORDING TO RESPONDENT GROUPS

Respondents	Administrative Task Areas*						
	I	II	III	IV	V	VI	VII
Less Experienced	4.07	1.30	3.50	3.33	5.95	6.64	3.25
More Experienced	3.92	1.29	3.33	4.00	5.96	6.75	2.75
Adm. Occupation	4.50	1.50	3.50	3.25	6.00	6.50	3.16
Other Occupation	3.91	1.23	3.35	3.85	5.94	6.77	3.00
Less Educated	4.07	1.15	3.70	3.50	5.92	6.81	3.50
More Educated	3.92	1.47	3.29	3.92	6.00	6.59	2.67
Total Respondents	4.00	1.30	3.40	3.71	5.96	6.70	3.08

* Administrative Task Areas:

I. School-Community Relationships.

II. Curriculum Development.

III. Pupil Personnel.

IV. Staff Personnel.

V. Physical Facilities.

VI. Finance and Business Management.

VII. Organization and Structure.

Note: The rank medians listed above were calculated from the statistics contained in the tables appearing in Appendix C.

The ranks assigned to the seven administrative task areas after application of a rank median test are summarized in Table LVI. The test was applied in order to determine whether the differences in assigned ranks were significant. Where the difference between ranks was not significant the median of the ranks was assigned.

As a result of these tests, the task area of curriculum development was accorded the rank 1; the following four task areas, organization and structure, pupil personnel, staff personnel and school-community relationships were assigned the rank 3.5; physical facilities, rank 6; and business management, rank 7, in order of importance.

When the above procedure is followed for the ranks assigned by chairmen with administrative occupations, the task areas fall into two groups: the five dealing with professional matters were assigned the common rank of 3; those dealing with physical facilities and business management were assigned the rank of 6.5. For the ranks assigned by chairmen with more formal education, curriculum development was placed first, the four other areas relating to professional tasks were tied, and those relating to physical facilities and business management were assigned the common rank of 6.5.

Discussion

The relative importance assigned to the task of curriculum development by the chairmen as the principal function of the directeur général is the same as that indicated in Finlay's⁶⁴ and Stafford's⁶⁵ studies for the role of the

⁶⁴Finlay, op. cit.

⁶⁵Stafford, op. cit.

TABLE LVI

RANKS ASSIGNED TO ADMINISTRATIVE TASK AREAS UPON
APPLICATION OF THE TEST FOR SIGNIFICANT DIFFERENCES

Respondents	Administrative Task Areas*						
	I	II	III	IV	V	VI	VII
Less Experienced	3.5	1	3.5	3.5	6	7	3.5
More Experienced	3.5	1	3.5	3.5	6	7	3.5
Adm. Occupation	3	3	3	3	6.5	6.5	3
Other Occupation	3.5	1	3.5	3.5	6	7	3.5
Less Educated	3.5	1	3.5	3.5	6	7	3.5
More Educated	3.5	1	3.5	3.5	6.5	6.5	3.5
Total Respondents	3.5	1	3.5	3.5	6	7	3.5

* Administrative Task Areas:

- I. School-Community Relationships.
- II. Curriculum Development.
- III. Pupil Personnel.
- IV. Staff Personnel.
- V. Physical Facilities.
- VI. Finance and Business Management.
- VII. Organization and Structure.

superintendent. In Finlay's study the task of selection and management of staff was ranked second in order of importance; management of pupil personnel, third; administrative organization and structure, provision and maintenance of school facilities, and public relations were assigned a common fifth rank; school finance was ranked last in order of importance.

The same order of importance was reported in Stafford's study except that administrative organization and structure was assigned the fourth rank and provision and maintenance of school facilities and public relations received a common rank of 5.5.

Similarly, in the present study, the task of developing the curriculum was ranked first and business management was ranked last, as in the studies by Finlay and Stafford. The tasks relating to school facilities were ranked sixth in order of importance, and the four remaining task areas have the same rank of 3.5, although organization and structure tended to be rated second in importance. Indeed, before applying the median test for significant differences this task area was ranked second in order of importance by all groups of respondents.

The studies by Finlay and Stafford reviewed the responses of all school board members. When they analyzed the responses of the chairmen only, the three task areas relating to school facilities, school finance, and public relations were considered the least important and all assigned the sixth rank.

Conclusion

The ranking by the chairmen was in accordance with their expectations for the role of directeur général. They thought that the task of curriculum

development was the most important function of the directeur général and granted him major responsibility for performing it. They thought that the tasks relating to physical facilities, and finance and business management were less significant functions of the directeur général, and they were inclined not to assign responsibility in these two areas.

Therefore, it seems that the chairmen would prefer to give responsibility for the tasks of maintenance and finance management to a person who is not under the authority of the directeur général.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY OF THE STUDY

The Problem

This study has examined the expectations of school board chairmen for the role of directeur général des écoles of the fifty-five Catholic regional school boards in the province of Quebec. Fifty-one chairmen returned questionnaires and comprised the sample for this study.

Six questions were asked:

1. What are the expectations of school board chairmen for the role of the directeur général in (a) school-community relationships; (b) curriculum development; (c) pupil personnel; (d) staff personnel; (e) physical facilities; (f) finance and business management; and, (g) organization and structure?
2. Do the expectations of less and more experienced chairmen differ significantly?
3. Do the expectations of persons engaged in managerial occupations differ significantly from those of persons engaged in "all others" classifications?
4. Do the expectations of more educated chairmen differ from those of the less educated?
5. What is the relative importance of each task of the directeur général's role according to the school board chairmen?
6. Is there any significant difference in the importance attached to these administrative tasks by groups of chairmen classified according to the criteria of experience, occupation, and formal education?

Findings

School-Community Relationships. The school board chairmen generally expected that the tasks relating to School-Community Relationships be a responsibility of the directeur général. Half of them considered that he should act under board direction in performing these tasks, and about one third preferred to grant him independence of action.

Curriculum Development. About 70 per cent of the school board chairmen stated that the directeur général should have complete responsibility for the tasks relating to Curriculum Development. Twenty-five per cent expected this role to be performed under the direction of the board. Greater independence of action was generally expected by the less experienced chairmen.

Pupil Personnel. The task area of Pupil Personnel was expected to be a major responsibility of the directeur général. The majority of chairmen expected that these tasks be performed either independently of the board or under board direction. For the task of pupil transportation the majority of the chairmen accorded no responsibility to him or considered that he should act only as an advisor. Here also, greater independence of action was generally expected by chairmen with less experience.

Staff Personnel. The directeur général was expected to have major responsibility for the tasks relating to Staff Personnel. Nevertheless, for the task relating to non-professional staff the majority of them felt that he should have no responsibility and about one third thought that he should act in an advisory capacity only.

Physical Facilities. Responses varied randomly with respect to the responsibility to be assigned to the directeur général for performing the tasks relating to Physical Facilities. One-third expected him to act in an advisory capacity only and one-fifth expected no responsibility to be assigned to the directeur général.

Finance and Business Management. Generally, the task area of Finance and Business Management was not considered a major responsibility of the directeur général. The opinions of the majority of the chairmen were almost equally divided between granting the directeur an advisory role and that of assigning no responsibility to him. Nevertheless, approximately a quarter of them felt that he should have some responsibility under board direction.

Organization and Structure. The majority of the chairmen expected the directeur général to have a major responsibility for the tasks relating to Organization and Structure. Their opinions were almost equally divided between granting the directeur independent responsibility and that of responsibility under board direction. About one-sixth of the chairmen expected him to act in an advisory capacity.

Hypotheses

The first hypothesis was that there is no significant difference between the expectations of the different groups of respondents.

There was little difference between the responses of each pair of groups. Nevertheless, the less experienced chairmen and those in administrative occupations preferred to grant more responsibility to the directeur général in a few cases. Level of education was not a relevant factor in the

expectations of the chairmen. A regrouping of respondents according to occupation did not result in any statistically significant differences between groups.

The second hypothesis was that there is no significant difference between ranks of importance assigned to the task areas.

The chairmen stated that the task of curriculum development is the most important function of the directeur général. No significant difference has been found in the ranking of the following task areas: school-community relationships, pupil personnel, staff personnel, and organization and structure. Organization and structure tends to be the second in order of importance. The task areas of school facilities and finance and business management were ranked the least important.

II. CONCLUSION

The chairmen seemed to see the directeur général as being responsible for professional matters mainly, and all tasks relating to finance, business management, and non-professional staff as not being his major responsibility. Most chairmen would seem to prefer at least two administrators, one for professional tasks and the other for business management.

This characteristic of dual control in school systems has been noted frequently and differs from administrative structures in most other kinds of public and private organizations. The less experienced chairmen and those in administrative occupations tended to prefer a "unity of command" type of administration, as they were inclined to grant more responsibility to the directeur général.

Because this study concerned the small population of regional school board chairmen, it is difficult to assume that the opinions expressed reflect those of other persons implicated in the school system. Nevertheless, these expectations are representative of an important part of school administrators, the chairmen of regional boards, who have considerable influence in the administration of school organizations.

III. IMPLICATIONS

Research

It would be interesting to compare the perceptions that the directeur général holds for his role with the expectations of the members of the school system.

Furthermore, an investigation of the expectations of the administrative staff of the central office and of principals for the role of the directeur général would be desirable.

Since the regional school boards are relatively new organizations in Quebec and since the position of the directeur général has been recently created, it could be useful to repeat a study of this kind in five or ten years in order to compare the expectations of school administrators at another point in history with those observed in this study for the role of the executive officer of the board.

The researcher might investigate why the school board chairmen wish to withhold full responsibility from the directeur général and why they appear to prefer dual control. The nature of any conflict in a system under dual control might be examined.

Administrators

The role of the school board and of the executive officer should be clarified and understood by all concerned. The school board which has a legislative function and the directeur général who is an executive officer should delineate specifically the responsibility of each for all functions to be fulfilled.

It seems that the administration of the school system faces another major difficulty. The chairmen preferred that all tasks regarding finance and the administration of non-professional staff be assigned to a person who is not under the authority of the directeur général. Consequently, two persons could be directly responsible to the board and the principle of unity of command and control would be violated. School administrators have to decide whether the directeur général is to act as chief executive in all school matters, or whether he is to be an administrator in the professional area only.

It could be supposed that the school board chairmen are hesitating to give responsibility to the directeur général for all school matters because there is lack of confidence in his competency in certain areas of administration. Maybe the directeur général is not adequately prepared to face all the aspects of administration, especially in the field of finance and business management. His training may be oriented more to educational matters than to business management. The school system needs an executive officer competent in both areas. Chairmen might then be prepared to grant him responsibility for all administrative functions of the school system.

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APPENDIX A

CORRESPONDENCE (English and French)

1. Letter to school board chairmen
2. Second letter to chairmen

(translation)

September 12, 1967

Gentlemen,

The role of directeur général des écoles may be studied in many ways. Certainly, the chairmen of regional school boards, charged with the over-all responsibility of the board have much to say in the definition of this role.

Presently, I am a professor in the Faculté des Sciences de l'Education, section de l'administration scolaire de l'université de Montréal. I would like to know the expectations of the chairmen for the role of directeur général. This information is required for my research project which will be reported in a thesis.

I will be grateful if you could answer the present questionnaire which is essential for the success of the study.

Be assured that your anonymity will be respected; do not sign the questionnaire. There are no right or wrong answers. It is your opinion which is important.

It is essential that you answer every question. Thank you very much for your kind cooperation.

Yours truly,

Gérard Ethier

Montréal, le 12 septembre 1967.

Messieurs,

Le rôle du directeur général des écoles peut être étudié de plusieurs façons. Il est certain que les présidents, premiers responsables et première autorité dans la commission scolaire, sont très bien placés pour aider à définir ce rôle.

Présentement, je suis professeur à la Faculté des Sciences de l'éducation, section de l'administration scolaire de l'Université de Montréal, et j'aimerais connaître l'idée que les présidents se font du rôle de directeur général. Ceci m'est nécessaire dans un projet de recherche que je poursuis afin de rédiger une thèse.

Je vous serais reconnaissant si vous pouviez répondre au questionnaire ci-inclus qui est essentiel au succès de cette étude.

Soyez assuré que l'anonymat le plus complet sera respecté; donc, ne signez pas ce questionnaire. D'ailleurs, il n'y a pas de bonnes ou de mauvaises réponses. Votre opinion est respectée.

Il est essentiel de répondre à toutes les questions.

Je vous remercie à l'avance de votre franche collaboration, et je me dis,

Votre très reconnaissant,

Gérard Ethier.

(translation)

September 30, 1967

Gentlemen,

Two weeks ago, I sent you a questionnaire on the role of directeur général des écoles. I have already received many completed returns and I thank the chairmen who have so kindly answered.

Since the questionnaire is being sent to the chairmen of regional school boards only you understand the necessity that each one complete it.

I would be grateful if you could send me the completed questionnaire as soon as possible.

Yours truly,

Gérard Ethier

Montréal, 30 septembre 1967.

Messieurs,

Il y a déjà deux semaines je vous faisais parvenir un questionnaire sur le rôle du directeur général des écoles. J'ai déjà reçu plusieurs réponses et je tiens à remercier tous les présidents qui ont bien voulu répondre à ma demande.

Etant donné que le questionnaire ne s'adresse qu'aux seuls présidents de commissions scolaires régionales, vous comprendrez sans doute la nécessité que tous y répondent.

Je vous serais donc très reconnaissant si vous me faisiez parvenir le questionnaire dûment rempli dans le plus bref délai possible, et je me dis,

Votre très reconnaissant,

Gérard Ethier

APPENDIX B

QUESTIONNAIRE (English and French)

The copy of the questionnaire shows for each task:

1. The frequencies expressed by number for each expectation.
2. In brackets, the frequencies expressed in the form of percentages.
3. The relative ranks in order of importance for the seven administrative tasks.
4. The number of respondents grouped by experience, occupation and education.

(translation)

THE QUESTIONNAIRE

This investigation is concerned about finding what a directeur général should do in the light of the tasks he must perform; not what the directeur général may be doing at the present time.

Below are listed some administrative tasks which the directeur général might be expected to perform. For each item, please circle the letter at the right which best indicates your expectations of the directeur général's role. Certain questions may appear to be strange, especially if they do not correspond to what is presently done by your school board. Do not judge whether or not the item is appropriate; merely indicate if the task indicated should or should not be the responsibility of the directeur général des écoles. What is important is the opinion of the school board chairmen concerning what should be the role of the directeur général.

- a. The directeur général should perform this task independently of board direction.
- b. The directeur général should be responsible for the performance of this task under the direction of the board.
- c. The directeur général should be expected to act in an advisory capacity only with respect to this task.
- d. This task should not be considered a responsibility of the directeur général.

EXAMPLE: Visiting classrooms

(a) b c d

You have indicated here you would expect a directeur général to perform this task independently of the board.

It is important to answer all questions.

N.B. Even if a task is expected to be performed by one of the officers of the directeur général, consider that it is the responsibility of the directeur général.

THE ROLE OF DIRECTEUR GENERAL

(Refer to the former page and circle the letter at the right of each item which best applies.)

SCHOOL-COMMUNITY RELATIONSHIPS

	a (independent)	b (under direction)	c (advisor)	d (not his responsibility)
1. Explaining to the public what is done in the schools.	24 (47)	23 (45)	3 (6)	1 (2)
2. Interpreting school board policy to the public.	a 20 (39)	b 26 (51)	c 5 (10)	d 0 (0)
3. Interpreting provincial acts and regulations to the public.	a 12 (24)	b 22 (43)	c 7 (14)	d 10 (20)
4. Giving active support to worthy community efforts.	a 14 (27)	b 19 (37)	c 16 (31)	d 2 (4)
5. Maintaining good relations with the local press.	a 9 (18)	b 32 (63)	c 5 (10)	d 5 (10)
6. Representing the school system to other agencies (Parents-Teachers Association, Chamber of Commerce, Social Groups, etc.)	a 13 (25)	b 32 (63)	c 5 (10)	d 1 (2)

CURRICULUM DEVELOPMENT

(circle the letter which best applies)

	a	b	c	d
7. Organizing teacher study groups, projects, and institutes aimed at improving the quality of instruction.	40 (78)	7 (14)	4 (8)	0 (0)

8. Evaluating the work of teachers and reporting regularly to the board.	a 38 (75)	b 11 (22)	c 1 (2)	d 1 (2)
9. Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.	a 40 (78)	b 8 (16)	c 3 (6)	d 0 (0)
10. Planning the program of instruction to be offered by the school.	a 36 (71)	b 14 (27)	c 1 (2)	d 0 (0)
11. Implementing or encouraging new teaching methods, new experiences, new courses of study.	a 23 (45)	b 23 (45)	c 5 (10)	d 0 (0)

PUPIL PERSONNEL

12. Planning and organizing for secondary school pupils (testing, parent interviews, etc.)	a 34 (67)	b 14 (27)	c 2 (4)	d 1 (2)
13. Developing procedures for estimating how well pupils are doing in school.	a 38 (75)	b 9 (18)	c 3 (6)	d 1 (2)
14. Organizing pupil transportation services.	a 3 (6)	b 4 (8)	c 20 (39)	d 24 (47)
15. Planning for provision of adequate recreational facilities.	a 5 (10)	b 19 (37)	c 22 (43)	d 5 (10)
16. Providing students with information about future job and educational opportunities.	a 24 (47)	b 15 (29)	c 9 (18)	d 3 (6)
17. Keeping pupil personnel records (census, promotion results, special problems).	a 31 (61)	b 13 (25)	c 6 (12)	d 1 (2)
18. Providing for the safety of pupils.	a 13 (25)	b 15 (29)	c 14 (27)	d 9 (18)
19. Dealing with cases of suspension and expulsion.	a 18 (35)	b 22 (43)	c 10 (20)	d 1 (2)

STAFF PERSONNEL

20. Selecting and placing teachers.	a	b	c	d
	35	15	1	0
	(69)	(29)	(2)	(0)
21. Selecting and placing principals.	a	b	c	d
	26	24	1	0
	(51)	(47)	(2)	(0)
22. Selecting and directing the work of professional assistants (supervisors, Heads of department, etc.)	a	b	c	d
	32	19	0	0
	(63)	(37)	(0)	(0)
23. Employing non-professional staff (secretaries, bus-drivers, repairmen, etc.)	a	b	c	d
	1	8	15	27
	(2)	(16)	(29)	(53)
24. Keeping personnel records on teaching staff (qualifications, experience)	a	b	c	d
	41	9	1	0
	(80)	(18)	(2)	(0)
25. Promoting the general welfare of the staff (working conditions, teaching load, etc.)	a	b	c	d
	16	27	8	0
	(31)	(53)	(16)	(0)
26. Giving promotions to merited teachers.	a	b	c	d
	18	28	5	0
	(35)	(55)	(10)	(0)
27. Establishing special regulations for teachers, principals and non-professional staff.	a	b	c	d
	10	29	12	0
	(20)	(57)	(24)	(0)

PHYSICAL FACILITIES

28. Estimating the building needs of the school system.	a	b	c	d
	6	25	20	0
	(12)	(49)	(39)	(0)
29. Selecting suitable school sites.	a	b	c	d
	0	13	31	7
	(0)	(25)	(61)	(14)
30. Making certain in preliminary planning of school facilities that there will be adequate provision for educational needs.	a	b	c	d
	18	24	9	0
	(35)	(47)	(18)	(0)

31. Developing an efficient program of maintenance.	a 1 (2)	b 6 (12)	c 13 (25)	d 31 (61)
32. Establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment.	a 4 (8)	b 8 (16)	c 16 (31)	d 23 (45)
33. Formulating policy governing the use of school facilities by the public.	a 3 (6)	b 16 (31)	c 18 (35)	d 14 (27)
34. Administering the text-book plan.	a 17 (33)	b 13 (25)	c 16 (31)	d 5 (10)
35. Handling the requests of principals for materials and equipment.	a 13 (25)	b 22 (43)	c 11 (22)	d 5 (10)

FINANCE AND BUSINESS MANAGEMENT

36. Budgeting for school operations.	a 2 (4)	b 18 (35)	c 20 (39)	d 11 (22)
37. Preparing specifications for the purchase of supplies and equipment.	a 5 (10)	b 17 (33)	c 22 (43)	d 7 (14)
38. Participating in the imposition of taxes.	a 0 (0)	b 3 (6)	c 6 (12)	d 42 (82)
39. Participating in salary negotiations.	a 2 (4)	b 9 (18)	c 24 (47)	d 16 (31)
40. Making surveys with respect to equitable pay scales for other employees of the system	a 2 (4)	b 9 (18)	c 19 (37)	d 21 (41)

ORGANIZATION AND STRUCTURE

41.	Developing long-range plans for the orderly growth and improvement of the school system.	a 19 (37)	b 19 (37)	c 13 (25)	d 0 (0)
42.	Organizing the different services (counselling, vocational education, etc.)	a 24 (47)	b 26 (51)	c 1 (2)	d 0 (0)
43.	Coordinating the secondary and the primary level.	a 22 (43)	b 23 (45)	c 6 (12)	d 0 (0)
44.	Establishing coordination and communication in the different departments or services.	a 21 (41)	b 21 (41)	c 9 (18)	d 0 (0)
45.	Providing for the participation of principals and teachers in the organization of the system.	a 32 (63)	b 18 (35)	c 1 (2)	d 0 (0)
46.	Structuring the different levels of authority and responsibility in the organization.	a 15 (29)	b 21 (41)	c 15 (29)	d 0 (0)

RANKING OF THE ADMINISTRATIVE FUNCTIONS

The seven broad areas of administration which you have dealt with in the above questionnaire are again listed below. Please rank these from 1 to 7 in the order which you consider them to be important as administrative functions of the directeur général. Place the number "1" next to the item you consider most important, "2" for the next important, and so forth.

ADMINISTRATIVE FUNCTIONS

47.	1) School-Community Relationships	<u>3.5</u>
	2) Curriculum Development	<u>1</u>
	3) Pupil Personnel	<u>3.5</u>
	4) Staff Personnel	<u>3.5</u>
	5) Physical Facilities	<u>6</u>
	6) Finance and Business Management	<u>7</u>
	7) Organization and Structure	<u>3.5</u>

PERSONEL INFORMATION

This study requires a knowledge about the characteristics of school board chairmen. Please circle the number of the answer that applies to you.

48. Your experience on the Board is

- 1) one year (0)
- 2) 2 to 3 years (8)
- 3) 4 to 6 years (16)
- 4) 7 to 9 years (10)
- 5) 10 years and more (17)

49. Your occupation is

- 1) Professional, specialized technician (20)
- 2) Manager, officials (16)
- 3) Farmer (3)
- 4) Clerical worker (4)
- 5) Sales worker (5)
- 6) Laborer (3)
- 7) Other specify

50. Your education is

- 1) primary level (4)
- 2) secondary level (18)
- 3) two years after high school (6)
- 4) more than two years after high school (23)

QUESTIONNAIRE

Ce projet de recherche veut connaître l'opinion des présidents des commissions scolaires régionales sur ce que devrait être le rôle du directeur général; ceci pourrait être différent de ce qui existe présentement.

Certaines questions peuvent être surprenantes, surtout si elles ne correspondent pas à ce qui se fait actuellement dans la commission scolaire. Il faut donc souligner que l'important n'est pas de juger si telle question doit ou ne doit pas être posée, mais de juger si la tâche qu'elle contient devrait ou ne devrait pas être la responsabilité du directeur général des écoles. C'est donc l'opinion du président qui prédomine au sujet d'une tâche qui pourrait faire partie du rôle du directeur général des écoles.

Vous trouverez, plus loin, quelques devoirs que le directeur général pourrait être appelé à remplir. Pour chaque item, il s'agit d'encercler la lettre, à droite, qui indique le mieux votre désir du degré de responsabilité.

- a) Le directeur général devrait remplir ce devoir indépendamment de la commission scolaire. (Complète responsabilité)
- b) Le directeur général devrait être responsable de ce devoir mais sous la direction de la commission. (Responsabilité limitée).
- c) Le directeur général ne devrait être, dans ce cas, que le conseiller de la commission. (Conseiller seulement).
- d) Ceci devrait être considéré complètement en dehors de la responsabilité du directeur général. (Aucune responsabilité).

Exemple: visiter les classes

(a) b c d

Vous avez indiqué que le directeur général devrait remplir cette fonction indépendamment de la commission scolaire.

N.B.- Même si un devoir est accompli par un des officiers ou subalternes du directeur général, considérez-le comme étant, en dernier ressort, sous l'autorité et la responsabilité du directeur général.

LE RÔLE DU DIRECTEUR GÉNÉRAL

(Encerclez la lettre, à droite de chaque item, suivant qu'il s'applique à chaque cas).

RELATION ÉCOLE-PUBLIC

- | | | | | | |
|---|--|---|---|---|---|
| 1 | -Expliquer au public le travail qui se fait dans les écoles | a | b | c | d |
| 2 | -Interpréter et expliquer au public les objectifs de la commission scolaire en matière d'éducation. | a | b | c | d |
| 3 | -Interpréter et expliquer au public les règlements et les lois de la province. | a | b | c | d |
| 4 | -Donner un support actif aux efforts valables de la population. | a | b | c | d |
| 5 | -Maintenir de bonnes relations avec la presse locale. | a | b | c | d |
| 6 | -Représenter le système scolaire auprès de certains organismes (Association Parents-Maîtres, Chambre de commerce, groupes sociaux, etc...) | a | b | c | d |

ELABORATION ET ADMINISTRATION DES PROGRAMMES SCOLAIRES

- | | | | | | |
|---|--|---|---|---|---|
| 7 | -Organiser des groupements d'études et autres projets pour aider les instituteurs à améliorer la qualité de l'instruction. | a | b | c | d |
| 8 | -Evaluer le rendement des instituteurs et faire rapport régulièrement à la commission. | a | b | c | d |
| 9 | -Encourager les instituteurs à se perfectionner par l'assistance aux cours du soir, du samedi ou d'été. | a | b | c | d |

- | | | | | | |
|----|--|---|---|---|---|
| 10 | -Planifier le programme d'études qui est offert par l'école. | a | b | c | d |
| 11 | -Planter et encourager de nouvelles méthodes d'enseignement, de nouvelles expériences de nouveaux cours d'étude. | a | b | c | d |

SERVICE AUX ETUDIANTS

- | | | | | | |
|----|---|---|---|---|---|
| 12 | -Planifier et organiser le système pour les enfants qui commencent le cours secondaire (tests, exigences, interviews avec les parents, etc...). | a | b | c | d |
| 13 | -Développer des procédures afin d'évaluer le travail scolaire des étudiants. | a | b | c | d |
| 14 | -Organiser le service de transport des élèves. | a | b | c | d |
| 15 | -Planifier afin de procurer aux étudiants les facilités adéquates d'amusement, de divertissement et de loisirs. | a | b | c | d |
| 16 | -Veiller à ce que les étudiants reçoivent les informations nécessaires en ce qui touche les emplois futurs ou les opportunités d'éducation post-scolaire. | a | b | c | d |
| 17 | -Tenir des registres sur la population étudiante, (recensement, résultats pour la promotion, problèmes particuliers.). | a | b | c | d |
| 18 | -Prendre des mesures nécessaires pour la sécurité des élèves. | a | b | c | d |
| 19 | -S'occuper des cas d'expulsion et de suspension. | a | b | c | d |

SERVICE DU PERSONNEL

- | | | | | | |
|----|---|---|---|---|---|
| 20 | -Sélectionner et placer les instituteurs. | a | b | c | d |
| 21 | -Sélectionner et placer les principaux. | a | b | c | d |
| 22 | -Sélectionner et diriger le travail des directeurs adjoints, superviseurs, chef de départements, responsables de matières, etc. | a | b | c | d |

- | | | | | | |
|----|---|---|---|---|---|
| 23 | -Recruter et employer les personnes non-professionnelles (secrétaires, conducteur d'autobus, préposés aux réparations, etc...). | a | b | c | d |
| 24 | -Tenir des registres sur le personnel enseignant (qualifications, expérience, talents particuliers). | a | b | c | d |
| 25 | -Favoriser le bien-être général du personnel (conditions de travail, heures d'enseignement, etc...). | a | b | c | d |
| 26 | -Donner les promotions aux instituteurs méritants. | a | b | c | d |
| 27 | -Etablir des règlements particuliers pour les principaux, instituteurs et autres employés. | a | b | c | d |

FACILITES MATERIELLES

- | | | | | | |
|----|--|---|---|---|---|
| 28 | -Estimer les besoins de construction du système scolaire. | a | b | c | d |
| 29 | -Sélectionner les sites convenables pour les nouvelles écoles. | a | b | c | d |
| 30 | -Dans la planification des locaux et de l'équipement, s'assurer qu'ils seront fonctionnels et qu'ils permettront un enseignement de bonne qualité. | a | b | c | d |
| 31 | -Développer un programme efficace de conciergerie. | a | b | c | d |
| 32 | -Etablir les procédures pour l'emmagasinement, la distribution, l'inventaire, l'entretien et le soin des équipements et fournitures. | a | b | c | d |
| 33 | -Formuler les politiques régissant l'utilisation des services et locaux scolaires par le public. | a | b | c | d |
| 34 | -Administrer tout ce qui concerne les manuels scolaires et le matériel didactique. | a | b | c | d |
| 35 | -Se charger des requêtes par les principaux pour le matériel et l'équipement. | a | b | c | d |

ADMINISTRATION DES FINANCES ET DES AFFAIRES

- | | | | | | |
|----|--|---|---|---|---|
| 36 | -Etablir le budget pour les opérations scolaires. | a | b | c | d |
| 37 | -Préparer les spécifications pour l'achat de fournitures et de matériel. | a | b | c | d |
| 38 | -Participer à l'imposition des taxes. | a | b | c | d |
| 39 | -Participer aux négociations des salaires. | a | b | c | d |
| 40 | -Faire des expertises et recherches en vue des échelles de salaires pour les autres employés du système. | a | b | c | d |

ORGANISATION ET STRUCTURES

- | | | | | | |
|----|--|---|---|---|---|
| 41 | -Formuler des plans à long-terme en vue du développement et de l'agrandissement ordonné du système scolaire. | a | b | c | d |
| 42 | -Organiser les différents services (orientation, initiation au travail, départements, etc...). | a | b | c | d |
| 43 | -Coordonner le niveau secondaire avec le primaire. | a | b | c | d |
| 44 | -Etablir de la coordination et de la communication entre les différents départements ou services. | a | b | c | d |
| 45 | -Chercher la participation des principaux et des instituteurs dans l'organisation du système scolaire. | a | b | c | d |
| 46 | -Structurer les différents niveaux d'autorité et de responsabilité dans le système. | a | b | c | d |

RANG D'IMPORTANCE DES FONCTIONS ADMINISTRATIVES

Les sept fonctions administratives qui ont fait l'objet du questionnaire jusqu'à maintenant sont de nouveau énumérées ci-dessous.

On vous demande de les classer (de 1 à 7) selon l'importance qui devrait être accordée à chacune par le directeur général.

- 47 -Placer le numéro "1" vis-a-vis l'item que vous considérez le plus important, le numéro "2" pour celui que vous considérez le deuxième en importance, et ainsi de suite jusqu'au septième.

RELATION ECOLE-PUBLIC _____

ELABORATION ET ADMINISTRATION DES PROGRAMMES _____

SERVICE AUX ETUDIANTS _____

SERVICE DU PERSONNEL _____

FACILITES MATERIELLES _____

ADMINISTRATION DES FINANCES ET DES AFFAIRES _____

ORGANISATION ET STRUCTURES _____

INFORMATION PERSONNELLE

Dans le but de trouver certaines conclusions bien définies à cette recherche, nous avons besoin de quelques informations sur la personne qui a répondu au questionnaire. Encercler le chiffre à la réponse qui s'applique à vous.

48 -Votre expérience dans une commission scolaire locale ou régionale (comme président ou commissaire)

1 - un an 2 - deux à trois ans 3 - quatre à six ans

4 - sept à neuf ans 5 - dix ans et plus

49 -Votre occupation:

1 - Professionnel, technicien spécialisé

2 - Administrateur, directeur, gérant

3 - Fermier

4 - Commis de bureau

5 - Vendeur

6 - Homme de métier

7 - Journalier

8 - Autre spécifier

50 -Vous avez terminé l'école

1 - Primaire

2 - Secondaire

3 - Deux ans après le secondaire

4 - Plus que deux ans après le secondaire

APPENDIX C

RANKS ASSIGNED TO EACH ADMINISTRATIVE TASK AREA BY:

- I. Total respondents.
- II. Less experienced chairmen.
- III. More experienced chairmen.
- IV. Chairmen with administrative occupations.
- V. Chairmen with other kinds of occupations.
- VI. Less educated chairmen.
- VII. More educated chairmen.

TABLE LVII

I. ADMINISTRATIVE TASK AREAS RANKED IN
ORDER OF IMPORTANCE BY TOTAL RESPONDENTS

Administrative Task Area ^a	Frequencies of Assigned Ranks ^b							N	Mdn ^c	R ^d
	1	2	3	4	5	6	7			
I	4	6	9	13	11	6	2	51	4.00	3.5
II	32	10	4	5	0	0	0	51	1.30	1
III	2	10	15	9	8	5	2	51	3.40	3.5
IV	2	9	12	12	11	4	1	51	3.71	3.5
V	0	2	3	1	9	23	13	51	5.96	6
VI	0	3	2	3	4	7	32	51	6.70	7
VII	11	11	6	8	8	6	1	51	3.08	3.5

^aAdministrative Task Areas:

- I School-Community Relationships
- II Curriculum Development
- III Pupil Personnel
- IV Staff Personnel
- V Physical Facilities
- VI Finance and Business Management
- VII Organization and Structure

^bThe lower the Arabic numeral the greater the relative importance of the administrative task area.

^cMedian rank for a given task area.

^dRank assigned following application of a Median Test for significant difference between median ranks.

TABLE LVIII

II. ADMINISTRATIVE TASK AREAS RANKED IN ORDER
OF IMPORTANCE BY THE LESS EXPERIENCED CHAIRMEN

Administrative Task Area ^a	Frequencies of Assigned Ranks ^b							N	Mdn ^c	R ^d
	1	2	3	4	5	6	7			
I	1	3	4	7	6	1	2	24	4.07	3.5
II	15	4	3	2	0	0	0	24	1.30	1
III	1	5	6	6	3	2	1	24	3.50	3.5
IV	1	6	6	5	4	2	0	24	3.33	3.5
V	0	1	1	1	4	11	6	24	5.95	6
VI	0	2	0	1	2	5	14	24	6.64	7
VII	5	4	4	2	5	3	1	24	3.25	3.5

^aAdministrative Task Areas:

- I School-Community Relationships
- II Curriculum Development
- III Pupil Personnel
- IV Staff Personnel
- V Physical Facilities
- VI Finance and Business Management
- VII Organization and Structure

^bThe lower the Arabic numeral the greater the relative importance of the administrative task area.

^cMedian rank for a given task area.

^dRank assigned following application of a Median Test for significant difference between median ranks.

TABLE LIX

III. ADMINISTRATIVE TASK AREAS RANKED IN ORDER OF
IMPORTANCE BY THE MORE EXPERIENCED CHAIRMEN

Administrative Task Area ^a	Frequencies of Assigned Ranks ^b							N	Mdn ^c	R ^d
	1	2	3	4	5	6	7			
I	3	3	5	6	5	5	0	27	3.92	3.5
II	17	6	1	3	0	0	0	27	1.29	1
III	0	6	9	3	5	3	1	27	3.33	3.5
IV	1	3	6	7	7	2	1	27	4.00	3.5
V	0	1	2	0	5	12	7	27	5.96	6
VI	0	1	2	2	2	2	18	27	6.75	7
VII	6	7	2	6	3	3	0	27	2.75	3.5

^aAdministrative Task Areas:

- I School-Community Relationships
- II Curriculum Development
- III Pupil Personnel
- IV Staff Personnel
- V Physical Facilities
- VI Finance and Business Management
- VII Organization and Structure

^bThe lower the Arabic numeral the greater the relative importance of the administrative task area.

^cMedian rank for a given task area.

^dRank assigned following application of a Median Test for significant difference between median ranks.

TABLE LX

IV. ADMINISTRATIVE TASK AREAS RANKED IN ORDER OF IMPORTANCE
BY THE CHAIRMEN WITH ADMINISTRATIVE OCCUPATIONS

Administrative Task Area ^a	Frequencies of Assigned Ranks ^b							N	Mdn ^c	R ^d
	1	2	3	4	5	6	7			
I	2	4	0	2	3	3	2	16	4.50	3
II	8	3	2	3	0	0	0	16	1.50	3
III	0	3	5	5	1	1	1	16	3.50	3
IV	2	3	4	2	4	1	0	16	3.25	3
V	0	0	2	1	2	6	5	16	6.00	6.5
VI	0	1	0	1	3	3	8	16	6.50	6.5
VII	4	2	3	2	3	2	0	16	3.16	3

^aAdministrative Task Areas:

- I School-Community Relationships
- II Curriculum Development
- III Pupil Personnel
- IV Staff Personnel
- V Physical Facilities
- VI Finance and Business Management
- VII Organization and Structure

^bThe lower the Arabic numeral the greater the relative importance of the administrative task area.

^cMedian rank for a given task area.

^dRank assigned following application of a Median Test for significant difference between median ranks.

TABLE LXI

V. ADMINISTRATIVE TASK AREAS RANKED IN ORDER OF IMPORTANCE
BY THE CHAIRMEN WITH OTHER OCCUPATIONS

Administrative Task Area ^a	Frequencies of Assigned Ranks ^b							N	Mdn ^c	R ^d
	1	2	3	4	5	6	7			
I	2	2	9	11	8	3	0	35	3.91	3.5
II	24	7	2	2	0	0	0	35	1.23	1
III	2	7	10	4	7	4	1	35	3.35	3.5
IV	0	6	8	10	7	3	1	35	3.85	3.5
V	0	2	1	0	7	17	8	35	5.94	6
VI	0	2	2	2	1	4	24	35	6.77	7
VII	7	9	3	6	5	4	1	35	3.00	3.5

^aAdministrative Task Areas:

- I School-Community Relationships
- II Curriculum Development
- III Pupil Personnel
- IV Staff Personnel
- V Physical Facilities
- VI Finance and Business Management
- VII Organization and Structure

^bThe lower the Arabic numeral the greater the relative importance of the administrative task area.

^cMedian rank for a given task area.

^dRank assigned following application of a Median Test for significant difference between median ranks.

TABLE LXII

VI. ADMINISTRATIVE TASK AREAS RANKED IN ORDER OF
IMPORTANCE BY THE LESS EDUCATED CHAIRMEN

Administrative Task Area ^a	Frequencies of Assigned Ranks ^b							N	Mdn ^c	R ^d
	1	2	3	4	5	6	7			
I	0	2	5	7	6	2	0	22	4.07	3.5
II	17	4	1	0	0	0	0	22	1.15	1
III	0	7	3	5	6	0	1	22	3.70	3.5
IV	0	4	7	6	3	2	0	22	3.50	3.5
V	0	1	2	0	3	12	4	22	5.92	6
VI	0	1	1	0	0	4	16	22	6.81	7
VII	5	3	3	4	4	2	1	22	3.50	3.5

^aAdministrative Task Areas:

- I School-Community Relationships
- II Curriculum Development
- III Pupil Personnel
- IV Staff Personnel
- V Physical Facilities
- VI Finance and Business Management
- VII Organization and Structure

^bThe lower the Arabic numeral the greater the relative importance of the administrative task area.

^cMedian rank for a given task area.

^dRank assigned following application of a Median Test for significant difference between median ranks.

TABLE LXIII

ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF
IMPORTANCE BY THE MORE EDUCATED CHAIRMEN

Administrative Task Area ^a	Frequencies of Assigned Ranks ^b							N	Mdn ^c	R ^d
	1	2	3	4	5	6	7			
I	4	4	4	6	5	4	2	29	3.92	3.5
II	15	6	3	5	0	0	0	29	1.47	1
III	2	3	12	4	2	5	1	29	3.29	3.5
IV	2	5	5	6	8	2	1	29	3.92	3.5
V	0	1	1	1	6	11	9	29	6.00	6.5
VI	0	2	1	3	4	3	16	29	6.59	6.5
VII	6	8	3	4	4	4	0	29	2.67	3.5

^aAdministrative Task Areas:

- I School-Community Relationships
- II Curriculum Development
- III Pupil Personnel
- IV Staff Personnel
- V Physical Facilities
- VI Finance and Business Management
- VII Organization and Structure

^bThe lower the Arabic numeral the greater the relative importance of the administrative task area.

^cMedian rank for a given task area.

^dRank assigned following application of a Median Test for significant difference between median ranks.

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